

Simmons College

Bulletin

1965-1966

Catalogue

April 1, 1965

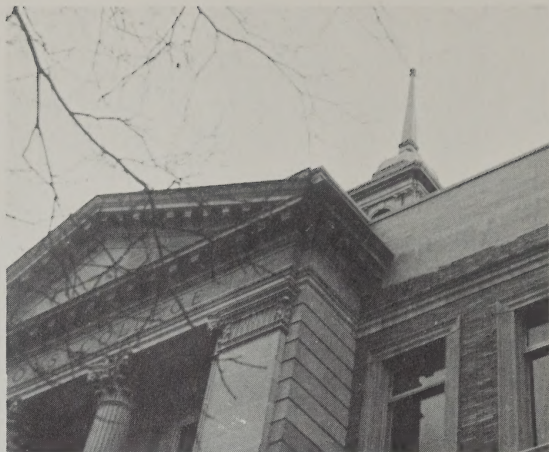
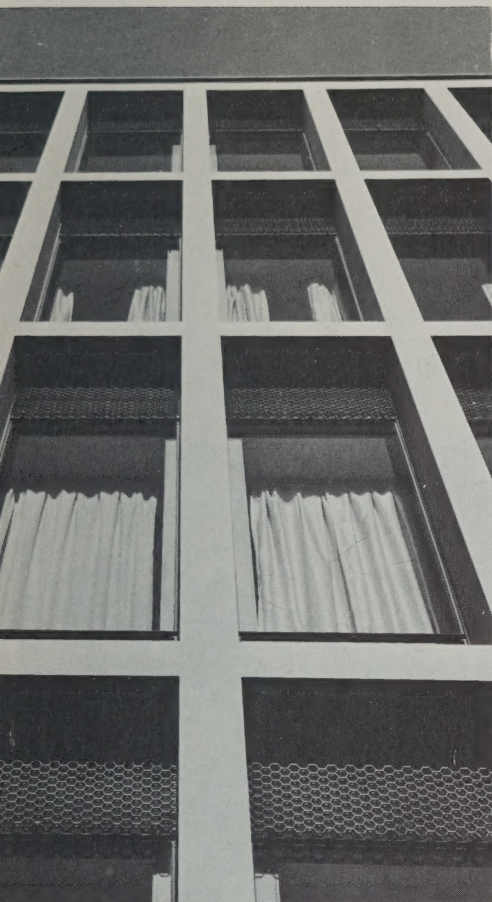




Volume LVIII April 1, 1965 Number 5

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All requests for application forms or for information with regard to the College should be addressed to the Director of Admission, Simmons College, The Fenway, Boston, Massachusetts 02115.

Copies of other publications of the College are gladly furnished upon request. They include:

The Graduate Bulletin of the School of Library Science

The Graduate Bulletin of the School of Social Work

The announcements of the summer sessions

The announcements of after-hour and Saturday classes

The Register of Officers and Students

Simmons College



1965-1966 Catalogue

Directory

Main College Building

The Fenway, Boston 02115

Administration; College Policy

Instruction

Residence; Student Welfare

Admission

Courses; Student Records

Fees

Scholarships; Financial Aid

Placement of Graduates;

Student Employment

Office of Development

Alumnae Association

Building Equipment

566-7400

President

Dean of Instruction

Dean

Director of Admission

Registrar

Comptroller

Director of Student Financial Aid

Director of Placement

Director of Development

Director of Alumnae Affairs

Business Manager

Beatley Library-Lefavour Hall

The Fenway, Boston 02115

Evenings and weekends

566-7400

566-9837

School of Social Work

51 Commonwealth Avenue, Boston 02116

266-0738

Residence Halls

Director of Students

305 Brookline Avenue, Boston 02215

277-5494

Manager of Residence

321 Brookline Avenue, Boston 02215

277-4432

Infirmery

94 Pilgrim Road, Boston 02215

566-5024

For individual halls and houses, see Register of Officers and Students or Boston Telephone Directory

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1965

JULY							AUGUST							SEPTEMBER							
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1966

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16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
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17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

OCTOBER							NOVEMBER							DECEMBER						
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23	24	25	26	27	28	29	20	21	22	23	24	25	26	18	19	20	21	22	23	24
30	31						27	28	29	30				25	26	27	28	29	30	31

1967

JANUARY							FEBRUARY							MARCH						
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15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

APRIL							MAY							JUNE						
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16	17	18	19	20	21	22	14	15	16	17	18	19	20	11	12	13	14	15	16	17
23	24	25	26	27	28	29	21	22	23	24	25	26	27	18	19	20	21	22	23	24
30							28	29	30	31				25	26	27	28	29	30	

Calendar 1965–1966

This Calendar defines the College year for regular full-time undergraduate students. Calendars for special programs are stated elsewhere.*

September 20	<i>Freshman Orientation begins</i>
September 21	<i>Registration for graduate students†</i>
September 22–24	<i>Registration</i>
September 27	<i>College year begins</i>
October 12	<i>Columbus Day holiday</i>
November 11	<i>Veterans Day holiday</i>
November 24	<i>College closes at noon</i>
Thanksgiving Recess	
November 29	<i>College opens</i>
December 21	<i>College closes</i>
Christmas Vacation	
January 5	<i>College opens</i>
January 21	<i>Classes end</i>
January 24	<i>Examination period begins</i>
January 26	<i>Commencement Day for Physical Therapy Students</i>
February 4	<i>Examination period ends</i>
February 7	<i>Second half-year begins</i>
February 22	<i>Washington's Birthday holiday</i>
March 25	<i>College closes</i>
Spring Vacation	
April 4	<i>College opens</i>
April 19	<i>Patriots Day holiday</i>
May 27	<i>Classes end</i>
May 30	<i>Memorial Day holiday</i>
May 31	<i>Examination period begins</i>
June 9	<i>Examination period ends</i>
June 12	<i>Commencement Day</i>

* Physical Therapy, fourth-year and graduate program, see pages 86, 91, and 101. Medical Technology, fourth-year and graduate program, see pages 87, 93, and 100. After-hour and Saturday classes, see appropriate announcement.

† 4:30–6:30 p.m.

The Corporation, 1964–1965

Ruth Hornblower Churchill, A.B., *Emeritus* Belmont
Joseph Timothy Walker, Jr., A.B., *Emeritus* Nyack, New York
Rosamond Lamb Milton
Richard Mason Smith, M.D., S.D. Boston
Elisabeth McArthur Shepard, S.B. Boston
Robert Fiske Bradford, LL.B., LL.D., L.H.D. Cambridge
Harold Daniel Hodgkinson, Ph.B., D.C.S., L.H.D. Marblehead
Richard Cushing Paine, A.B. Brookline
Milton Edward Lord, A.B. Boxford
Erwin Dain Canham, M.A., Litt.D., L.H.D., LL.D. Boston
William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. Brookline
Joseph Wheelock Lund, A.B. Boston
John Cooke Dowd Weston
Franklin Knibloe Hoyt, LL.B. West Newton
John Crocker, Jr., B.D. Providence, Rhode Island
Harriette Gordon Ellis, S.B. Newton
Walter Edward Campbell, M.Arch. Cambridge
Allan Risley Finlay, A.B. Wayland
Lysla Isabel Abbott, S.B. Portland, Maine
Arthur Perry, Jr., A.B. Concord
Virginia Haynes Chrisman, S.B. Northfield, Illinois
Frank Weyman Crocker, LL.B. Westwood
Aline Colton Whiteside, S.B. Andover

Milton Edward Lord, A.B. *Chairman*
Franklin Knibloe Hoyt, LL.B. *Clerk*
William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. *President of
the College*
Richmond Knowlton Bachelder, B.B.A. *Treasurer*

Caroline Field Chapman, S.B. *Assistant Clerk*

The Simmons College Associates, 1964–1965

An advisory board organized to aid in the interpretation of the College to the community and consisting of the Dean, the women who are members of the Corporation, and such persons as may be appointed to further the interests of the College.

Miss Rosamond Lamb, Milton, *Chairman*
Miss Lysla I. Abbott, Portland, Maine
Miss Dorothy Bartol, Milton
Mrs. Louis Bartol, Milton
Mrs. Bancroft Beatley, Belmont
Mrs. Daniel Bloomfield, Brookline
Miss Elizabeth Burrage, Chestnut Hill
Mrs. George D. Burrage, Chestnut Hill
Mrs. Walter E. Campbell, Cambridge
Mrs. Roswell H. Chrisman, Northfield, Illinois
Miss Eleanor Clifton, Wellesley
Mrs. Everett S. Coldwell, Bronxville, New York
Mrs. Livingston Davis, Boston
Miss Marion L. Decrow, Boston
Mrs. Carl Dreyfus, Boston
Mrs. John Morse Elliot, Boston
Mrs. Parker K. Ellis, Newton
Mrs. Allan R. Finlay, Wayland
Mrs. W. Albert Gallup, Weston
Mrs. Franklin K. Hoyt, West Newton
Mrs. Fredericks Jones, Brookline
Mrs. Francis Keppel, Washington, D.C.
Mrs. William F. King, West Newton
Miss Anna A. Kloss, Medford
Miss Aimee Lamb, Milton
Miss Jane L. Mesick, South Hadley
Miss J. Gwendolen Morse, Medfield
Mrs. William E. Park, Brookline
Mrs. Arthur Perry, Jr., Concord
Mrs. Frederick J. Shepard, Jr., Boston
Mrs. Henry B. Shepard, West Newton
Mrs. Richard M. Smith, Boston
Miss Emily G. Webb, Concord, New Hampshire
Mrs. Edwin S. Webster, Chestnut Hill
Mrs. Wesley D. White, Waban
Mrs. Charles B. M. Whiteside, Andover
Mrs. Grafton L. Wilson, Cambridge

Advisory Committees, 1964–1965

School of Library Science

Mrs. Chester H. Clemens
Mr. Ralph T. Esterquest
Mr. Gustave A. Harrer
Mr. Philip Hofer
Mr. Laurence J. Kipp
Miss E. Louise Lucas
Mr. Wyllis E. Wright

School of Social Work

The President of the College
The Director of the School
The President of the Alumni Association of the School
Miss Harriett M. Bartlett
Dr. Jack R. Ewalt
The Hon. Henry E. Foley
Mrs. Erwin N. Griswold
Mrs. Oscar W. Haussermann
Mr. Donald W. Moreland
The Rev. Samuel Tyler, Jr.
Mr. Conrad Van Hyning
Mrs. Wesley D. White

School of Business Administration

Mr. Harry W. Besse
Mr. Harold Cabot
Mr. Frank S. Christian
Mr. Prescott C. Crafts, Jr.
Mr. John S. Dawson
Miss Margaret Divver
Miss Abbie E. Dunks
Mr. Howard Gambrill, Jr.
Mr. Harold D. Hodgkinson
Mrs. Frank J. Kenney
Mr. Bennett O. Poor
Mr. Richard Preston
Mr. Carl N. Schmalz
Mr. Vincent C. Ziegler





Officers of the College

Officers of Instruction

The following is the list of officers of instruction holding appointments for the year 1964-65. It also includes new titles and the names of new officers for the year 1965-66 insofar as they have been determined at the time of publication.

William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. *President*

Joseph Garton Needham, Ph.D. *Vice-President, and Dean of Instruction*

Eleanor Clifton, A.M. *Dean*

Wylie Sypher, Ph.D. *Dean of the Graduate Division*

William Frederick Kahl, Ph.D. *Presidential Assistant for Academic Affairs*

Katharine Magee Davis, Ed.M. *Director of Continuing Education*

Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Director of the Library*

Alice Frances Blood, Ph.D. *Professor of Nutrition, Emeritus*
 Sara Henry Stites, Ph.D. *Professor of Economics, Emeritus*
 Caroline Maude Holt, Ph.D. *Professor of Biology, Emeritus*
 Flora McKenzie Jacobs *Associate Professor of Secretarial Studies, Emeritus*
 Florence Sophronia Diall *Associate Professor of Physical Education, Emeritus*
 Edith Arthur Beckler, S.B. *Assistant Professor of Public Health, Emeritus*
 A. Louise Crockett, A. M. *Assistant Professor of English, Emeritus*
 Helen Wood, R.N., A.M. *Professor of Nursing, Emeritus*
 Helen Rich Norton, A.B. *Professor of Retailing, Emeritus*
 Susie Augusta Watson, A.B., R.N., S.B. *Assistant Professor of Biology, Emeritus*
 Kate McMahon, HH.D. *Professor of Social Economy, Emeritus*
 Marion Edna Bowler, A.M. *Associate Professor of Romance Languages, Emeritus*
 Eula Gertrude Ferguson, A.B., S.B. *Associate Professor of Secretarial Studies, Emeritus*
 Jane Louise Mesick, Ph.D., Litt.D. *Dean, Emeritus*
 Eva Whiting White, S.B. *Professor of Social Economy, Emeritus*
 Curtis Morrison Hilliard, A.B. *Professor of Biology and Public Health, Emeritus*
 Katharine Davis Hardwick, A.B. *Professor of Social Economy, Emeritus*
 Harrison Leroy Harley, Ph.D. *Professor of Philosophy and Psychology, Emeritus*
 Margia Haugh Abbott, Ph.B. *Associate Professor of Textiles, Emeritus*
 Alice Channing, Ph.D. *Professor of Social Economy, Emeritus*
 Bancroft Beatley, Ed.D., LL.D. *President, Emeritus*
 Elda Robb, Ph.D., D.Sc. *Professor of Nutrition, Emeritus*
 Helen Goller Adams, A.M. *Professor of Secretarial Studies, Emeritus*
 Howard Oliver Stearns, S.M. *Associate Professor of Physics, Emeritus*
 Florence Celia Sargent, A.M. *Professor of Chemistry, Emeritus*
 Leland David Hemenway, A.M. *Professor of Mathematics, Emeritus*
 Maida Herman Solomon, A.B., S.B. *Professor of Social Economy, Emeritus*
 Nellie Maria Hord, A.M. *Associate Professor of Foods and Nutrition, Emeritus*
 Royal Merrill Frye, Ph.D. *Professor of Physics, Emeritus*
 Isabella Kellock Coulter, A.M. *Professor of Advertising, Emeritus*
 *Viola Engler Anderson, M.B.A. *Associate Professor of Accounting, Emeritus*
 Majority Stimson, R.N., A.M. *Professor of Public Health Nursing, Emeritus*
 Tilly Svenson Dickinson, Ed.M. *Associate Professor of Secretarial Studies, Emeritus*
 Jessie Mildred Stuart, A.M. *Professor of Retailing, Emeritus*

*Deceased 3/16/65.

18 *Officers of Instruction*

Quindara Oliver Dodge, S.M. *Associate Professor of Institutional Management, Emeritus*

Lyle Kenneth Bush, A.M. *Associate Professor of Art, Emeritus*

Mildred Lauder Coombs, S.M. *Associate Professor of Biology, Emeritus*

Sigrid Anderson Edge, S.M. *Professor of Library Science, Emeritus*

Judith Matlack, A.M. *Professor of English, Emeritus*

Division of Language, Literature, and the Arts

°Wylie Sypher, Ph.D. *Chairman of the Division*

English

°Wylie Sypher, Ph.D. *Professor of English*

Raymond Francis Bosworth, A.M. *Professor of English*

Kenneth Myron Greene, Ph.D. *Professor of English*

George Wilson Nitchie, Ph.D. *Associate Professor of English*

Richard Clark Sterne, Ph.D. *Associate Professor of English*

Margaret Bonney Milliken, A.M. *Assistant Professor of English*

†Charles Edmund L'Homme, A.M. *Assistant Professor of English*

Lawrence Lee Langer, Ph.D. *Assistant Professor of English*

David Scott Perry, A.M. *Assistant Professor of English*

William Michael Manly, A.M. *Assistant Professor of English*

Richard Freedman, A.M. *Instructor in English*

Carla Zellermayer Bank, A.B. *Special Instructor in English*

Edzia Frydman Weisberg, A.M. *Special Instructor in English*

Barbara Linda Pedersen, A.M. *Special Instructor in English*

Modern Languages

†Edith Fishtine Helman, Ph.D. *Professor of Spanish*

Manfred Klein, Ph.D. *Associate Professor of German*

†James Leet Valentine Newman, A.M. *Associate Professor of French*

§Solita Salinas Marichal, M.A. *Assistant Professor of Spanish*

Helen Mamikonian, A.M. *Assistant Professor of Russian*

Charles Ruyle Mackey, A.B. *Assistant Professor of French*

Don Hayes McKeen, A.M. *Instructor in French*

°On sabbatical leave, second half-year 1965-66.

†On sabbatical leave, second half-year 1964-65.

†On sabbatical leave, 1965-66.

§On leave of absence, second half-year 1964-65.

Janet Claire Tella, A.M.T. *Instructor in French*

Susan Mary Keane, A.M. *Instructor in French*

Linda Smith Maisterra, A.M. *Instructor in Spanish*

Marie Smith Wells, A.M. *Special Instructor in German*

Rena L. Gorn, A.M. *Special Instructor in French*

Victoire L. Marcotte, Diplome d'Etudes Superieures *Special Instructor in French*

Kay Oppenheim Berg-Andersen, Certificat d'Etudes de Langue Francaise
Special Instructor in French

Latin

Mervyn Michael Keizer, A.M. *Special Instructor in Latin*

Art History

Richard Bruce Carpenter, Ph.D. *Associate Professor of Art History*

Eric Lustig, A.M. *Instructor in Art History*

Lyle Kenneth Bush, A.M. *Lecturer on Art History*

Patricia Blake Thomas, A.B. *Assistant in Art History*

Music

Burton Abercrombie Cleaves, Mus.M. *Assistant Professor of Music*

Division of Social Studies

Carroll French Miles, Ph.D. *Chairman of the Division*

History

William Frederick Kahl, Ph.D. *Professor of History*

Bruce Carlton Hawthorne, Ph.D. *Associate Professor of History*

John Cleary Hunter, Ph.D. *Associate Professor of History*

Henry James Halko, Ph.D. *Associate Professor of History*

Tilden Gerald Edelstein, Ph.D. *Assistant Professor of History*

Richard Edward Welch, A.M., Ed.M. *Special Instructor in History*

Ronald Albert Wells, A.M. *Special Instructor in History*

Economics

Lawrence Smith, A.M. *Visiting Professor of Economics*

Paul Raymond Nichols, Ph.D. *Professor of Economics*

*Sumner Maurice Rosen, Ph.D. *Assistant Professor of Economics*

*On special leave, 1965-66.

20 *Officers of Instruction*

Sociology

°Athena Rentoumis Theodore, Ph.D. *Assistant Professor of Sociology*

Joseph Louis Hozid, Ed.D. *Assistant Professor of Sociology*

Charles William Smith, A.M. *Instructor in Sociology*

Government

Carroll French Miles, Ph.D. *Professor of Government, and director of the School of Social Science*

†Roy Melvin Tollefson, Ph.D. *Associate Professor of Government*

‡Josephine Fishel Milburn, Ph.D. *Assistant Professor of Government*

Division of Philosophy and Psychology

†Stephen Russell Deane, Ph.D. *Chairman of the Division*

Philosophy

Frederick Mitchell Anderson, Ph.D. *Associate Professor of Philosophy*

Charles Richard Rohrberg, A.B. *Instructor in Philosophy*

Psychology

†Stephen Russell Deane, Ph.D. *Professor of Psychology*

Joseph Garton Needham, Ph.D. *Professor of Psychology*

Helen Margaret Jones, Ed.M. *Associate Professor of Psychology*

Donald Stuart Dunbar, Ph.D. *Associate Professor of Psychology*

Teresa Sosa Carterette, Ph.D. *Assistant Professor of Psychology*

Michael Jacob Zigler, Ph.D. *Lecturer on Psychology*

George Alexander Talland, Ph.D. *Lecturer on Clinical Psychology*

James Julius Muller, Ph.D. *Lecturer on Clinical Psychology*

Alfred Lowe, Ph.D. *Special Instructor in Psychology*

Richard Andrew Pigott, Ed.M. *Special Instructor in Clinical Psychology*

Division of Science

John Arrend Timm, Ph.D. *Chairman of the Division*

Biology

§Philip Morrison Richardson, Ph.D. *Professor of Biology*

¶Julian Louis Solinger, Ph.D., Ed.B. *Professor of Biology*

°On leave of absence, 1964-65.

†On sabbatical leave, 1965-66.

‡On special leave, 1965-66.

§On sabbatical leave, second half-year 1964-65.

¶On sabbatical leave, second half-year 1965-66.

David Shepro, Ph.D. *Professor of Biology*
Anne Eveline Coghlan, Ed.M., S.M. *Associate Professor of Biology*
Everett Leroy Tuttle, Ph.D. *Assistant Professor of Biology*
Elizabeth Abbott Weiant, S.M., A.M. *Assistant Professor of Biology*
Mary Frances Willson, Ph.D. *Instructor in Biology*
Shirley Ann Miller, S.M. *Instructor in Biology*
Isabella Newton Finkelstein, S.M. *Instructor in Biology*
Marsha Becker Katz, S.B. *Instructor in Biology*
Kenneth F. Girard, Ph.D. *Lecturer on Pathogenic Bacteriology*
Iolanda Einstein Low, M.D. *Lecturer on Virology*
Liane Reif (Lehrer), Ph.D. *Lecturer on Biochemistry*
Charles William Kaufman, Ed.M., S.M. *Special Instructor in Biology*
Rhona Mildred Slifky, S.B. *Assistant in Biology*
Bridget Gallivan Shea *Assistant in Bacteriology*

Chemistry

John Arrend Timm, Ph.D. *Professor of Chemistry, and Director of the
School of Science*
Ina Mary Granara, A.M. *Professor of Chemistry*
Phyllis Ambler Brauner, Ph.D. *Associate Professor of Chemistry*
Mae Lucille Beck, Ph.D. *Assistant Professor of Chemistry*
Iclal Sirel Hartman, Ph.D. *Assistant Professor of Chemistry*
Jordan M. Goldberg, A.B. *Assistant Professor of Chemistry*
Philip Edward Miller, S.B. *Instructor in Chemistry*
Lalia Charlton Pratt, S.B. *Special Instructor in Chemistry*
Luella Dudley Wadsworth, S.B. *Special Instructor in Chemistry*
May Smith Jacobson, S.M. *Assistant in Chemistry*
Naomi Taylor Ellin, S.B. *Assistant in Chemistry*
Grace Gelpke Desjardin, Ed.M. *Assistant in Chemistry*
Marianne Cassie Taylor, S.B. *Assistant in Chemistry*
Rose Yannoulos Gavrilides, S.B. *Assistant in Chemistry*

Mathematics

Frank Crispin DeSua, Ph.D. *Professor of Mathematics*
Marion I. Walter, S.M. *Assistant Professor of Mathematics*
Joseph Terrel Leverich, A.M. *Assistant Professor of Mathematics*

22 *Officers of Instruction*

Paul Walker Hitchcock, A.M. *Instructor in Mathematics*

Stephen Ira Brown, A.M.T. *Instructor in Mathematics and Education*

Physics

Robert Carey Vernon, Ph.D. *Professor of Physics*

Robert Eugene Zier, Ph.D. *Assistant Professor of Physics*

David Emerson, A.B. *Assistant in Physics*

Physical Therapy

William Thomas Green, M.D., Sc.D., A.M. *Lecturer on Orthopedics, and
Medical Co-Director of the Program in Physical Therapy*

Arthur Lancaster Watkins, M.D. *Lecturer on Physical Medicine, and
Medical Co-Director of the Program in Physical Therapy*

Shirley Merrill Cogland, A.B. *Lecturer on Physical Therapy, and
Educational Director of the Program in Physical Therapy*

William Jacob Shriber, M.D., A.M. *Lecturer on Physical Medicine and Electrotherapy*

Elizabeth Fleischmann Zausmer, Ed.M. *Lecturer on Physical Therapy*

Arthur Warren Trott, M.D. *Lecturer on Orthopedics*

Jonathan Cohen, M.D. *Lecturer on Pathology*

Henry Herman Banks, M.D. *Lecturer on Orthopedics and Cerebral Palsy*

Thomas Paul Hackett, M.D. *Lecturer on Psychology*

Paul Putnam Griffin, M.D. *Lecturer on Orthopedics*

Arnold Herbert Colodny, M.D. *Lecturer on Surgery*

Dorothy Ellen Ford, M.D. *Lecturer on Physical Medicine*

Alan Stanley Prager, M.D. *Lecturer on Psychiatry*

Joel Jacobs Alpert, M.D. *Lecturer on Medicine*

Arthur Michael Pappas, M.D. *Lecturer on Anatomy*

Robert Holmes Jones, M.D. *Lecturer on Medicine*

Marian Agnes Eiden, B.E. *Special Instructor in Physical Therapy*

Florence May Lane, S.B. *Special Instructor in Physical Therapy*

Marjorie Katherine Ionta, B.S. in Phys. Ed. *Special Instructor in Physical Therapy*

Anne Warren, Ed.M. *Special Instructor in Physical Therapy*

Claire Frances McCarthy, S.B. *Special Instructor in Physical Therapy*

Ruth Pauline Hall, B.S. in Ed. *Special Instructor in Physical Therapy*

Ethel Mildred Trafton, R.N., S.M. *Special Instructor in Nursing Procedures
in the Physical Therapy Program*

Joan Bissonnette Brewer, S.B. *Special Instructor in Physical Therapy*

Grania Mary O'Neill, O.T.R. *Special Instructor in Occupational Therapy*

Orthoptics

Carl Cordes Johnson, M.D. *Lecturer on Orthoptics and Ophthalmology, and Medical Director of the Program in Orthoptics*

Ann Elizabeth Stromberg *Lecturer on Orthoptics, and Educational Director of the Program in Orthoptics*

Paul Boeder, Ph.D. *Lecturer on Physiological Optics*

Albert Edward Sloane, M.D. *Lecturer on Refraction*

Abraham Pollen, M.D. *Lecturer on Ocular Motility*

Ephraim Friedman, M.D. *Lecturer on Physiology of the Eye*

Robert Dale Reinecke, M.D. *Lecturer on Refraction*

Saul Arthur Boruchoff, M.D., Sc.M. *Lecturer on Perimetry*

Bernard Thomas Hutchinson, M.D. *Lecturer on Anatomy of the Eye*

Byron Spencer Lingeman, M.D. *Lecturer on Perimetry*

Medical Technology

David Galland Freiman, M.D., A.M. *Lecturer on Pathology and Applied Histology, and Medical Director of the Program in Medical Technology*

Aileen Weathers Dowd, S.B. *Lecturer on Biochemistry, and Educational Director of the Program in Medical Technology*

Mark Falcon Lesses, M.D. *Lecturer on Blood Grouping and Blood Banking*

Lippman Hart Geronimus, Ph.D. *Lecturer on Bacteriology and Immunology*

Joe Suyemoto, M.D. *Lecturer on Pathology*

Murray Golub, S.M. *Lecturer on Biochemistry*

Charles Sigmond Kahn, M.D. *Lecturer on Pathology and Diagnostic Laboratory Methods*

H. Richard Nesson, M.D. *Lecturer on Diagnostic Laboratory Methods*

Earl Jay Kasdon, M.D. *Lecturer on Pathology and Diagnostic Laboratory Methods*

Sara Ballard Murray, Sc.M. *Special Instructor in Histologic Technique*

Jeanette Ruth Harpel *Special Instructor in Diagnostic Laboratory Methods*

Hilde Sonntag Rosbash *Special Instructor in Cytology*

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Russell Train Smith, M.Arch. *Lecturer on Fine Arts and Design, and Art Director of the Program in Graphic and Publishing Arts*

*Dorothy Frances Williams, S.B. *Associate Professor of Publishing*

Virginia Louise Bratton, S.B. *Associate Professor of Graphic Arts*

*On sabbatical leave, first half-year 1965-66.

24 *Officers of Instruction*

Donald Lesure Fessenden, A.B. *Lecturer on Journalism*

Dino Gris Valz, A.B. *Lecturer on Book and Magazine Publishing*

Ruth Hill Viguers, A.B., B.S. in L.S. *Lecturer on Children's Books and Periodicals*

Alden Wright Poole, S.B. *Lecturer on Journalism*

Betty Parks, B.S. in B.A. *Lecturer on Advertising Copy Writing*

Department of Library Science

Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Professor of Library Science, and Director of the School of Library Science*

Thomas John Calvin, S.M. *Assistant Professor of Library Science, and Director of Students, School of Library Science*

Laura Catherine Colvin, A.M.L.S. *Professor of Library Science*

Ruth Shaw Leonard, S.M. *Associate Professor of Library Science*

Mary Ramon Kinney, S.M. *Associate Professor of Library Science*

Jane Anne Therese Hannigan, M.S. in L.S. *Assistant Professor of Library Science*

Kenneth Franklin Kister, S.M. *Assistant Professor of Library Science*

James Arthur Boudreau, A.M., S.M. *Lecturer on the Library as a Social Institution*

Richard Lynne Snyder, A.M. *Lecturer on Literature of Science and Technology*

Mildred Catherine O'Connor, S.M. *Lecturer on Reference Methods*

Walter Thaddeus Dziura, S.M. *Lecturer on Literature of the Humanities*

Loda May Hopkins, A.B., S.B. *Lecturer on Service to Adult Readers*

H. Richard Archer, Ph.D. *Lecturer on the Book Arts and Rare Books*

Charles Clifton Colby III, A.B., S.B. *Lecturer on Literature of Science and Technology*

John M. Carroll, A.M., B.S. *Lecturer on Literature of the Social Sciences*

Deborah Brin Tucker, A.B. *Librarian, School of Library Science*

Anne Epstein Bromer, A.B. *Graduate Assistant in Library Science*

Deborah Janet Reidy, A.B. *Graduate Assistant in Library Science*

Department of Education

Kenneth Myron Greene, Ph.D. *Director of the School of Education*

Joel Sol Weinberg, M.S. in Ed. *Assistant Professor of Education*

Georgia Theophillis Noble, Ed.M. *Assistant Professor of Education*

Stephen Ira Brown, A.M.T. *Instructor in Mathematics and Education*
Raymond Theodore Ethier, A.M. *Special Instructor in the Teaching of
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Lydia Hurd Smith, Ed.D. *Special Instructor in Education*
Henry Shafer Bissex, A.M.T. *Special Instructor in the Teaching of English*
Barbara Mason Kemp, A.M.T. *Special Instructor in Education*
Anne Ipsen Pfaelzer, A.B. *Special Instructor in Education*
Richard Edward Welch, A.M., Ed.M. *Special Instructor in Education*
Aida Romanoff Levi, A.M.T. *Special Instructor in Education*
Anne Libby Ryle, Ed.M. *Special Instructor in Education*

Edward Stone, S.M. *Director of the Urban Youth Teacher Preparation Program*

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Economy, and Director of the School of Social Work*
Jennie Mohr, Ph.D., M.S.S. *Professor of Social Economy*
Minnie Emmett Kelley, S.M. *Associate Professor of Social Economy*
Martha Gorovitz Waldstein, M.S.S. *Associate Professor of Social Economy*
Ethel Dorothy Walsh, S.M. *Associate Professor of Social Economy*
Anne Soloveichik Gerber, A.M., S.M. *Associate Professor of Social Economy*
Helen Zarsky Reinherz, S.M. *Associate Professor of Social Economy*
Ruth Deraney Khiralla, S.M. *Assistant Professor of Social Economy*
Berenice Goldstein Cohen, S.M. *Assistant Professor of Social Economy*
Katharine Sullivan Woodruff, M.S.W. *Assistant Professor of Social Economy*
James Mendrick McCracken, Jr., S.M. *Assistant Professor of Social Economy*
Louise Silbert Bandler, M.S.S. *Lecturer on Social Case Work*
Paul Raymond Nichols, Ph.D. *Lecturer on Statistics*
Beatrice Feingold Phillips, S.M. *Lecturer on Medical Social Work*
Elvin Vavrinec Semrad, M.D. *Lecturer on Clinical Psychiatry*
Edith Andisio Haughton, M.S.W. *Lecturer on Rehabilitation*
Count Dillon Gibson, Jr., M.D. *Lecturer on Medical Information*
Suzanne Zeitlin Deutsch, S.M. *Lecturer on Medical Social Work*
Thomas Frank, M.D. *Lecturer on Child Psychiatry*
Sophie Freud Loewenstein, S.M. *Lecturer on Psychiatric Social Work*

26 *Officers of Instruction*

- Diana Pollard Waldfogel, M.S.W. *Lecturer on Psychiatric Social Work*
Muriel Sutherland Snowden, A.B. *Special Instructor in Community Organization*
Iris Ruggles MacRae, S.M. *Special Instructor in Field Work*
Naomi Osterman, M.S. in S.S., M.S. in Hyg. *Special Instructor in Field Work*
Ethel Goldberg Berger, S.M. *Special Instructor in Social Work Research*
Mary Franc W. Nichols, S.M. *Special Instructor in Social Work Research*
Loretta McLain Dixon, M.S. in S.S. *Special Instructor in Field Work*
Walter Henry Ehlers, D.S.W. *Special Instructor in Social Welfare Administration*
Constance Rathbun, A.M., M.S.S. *Special Instructor in Case Work with Children*
Doris Leslie Seder, S.M. *Special Instructor in Social Work Research*
Jessie Dubay Lambert, S.M. *Special Instructor in Group Dynamics*
Rachel Orr Schepkowski, M.S.W. *Special Instructor in Field Work*
Bessie Walsh Sperry, Ph.D. *Special Lecturer on Clinical Psychology*
Suzanne Taets van Amerongen, Ph.D., M.D. *Special Lecturer on Social Psychiatry*
Frances Jones Bonner, M.D. *Special Lecturer on Social Psychiatry*
Mary Ann Hillson, S.M. *Special Lecturer on Medical Social Work*
Eleanor Gay, A.M., M.S.S. *Special Lecturer on Human Behavior*
Sol Levine, Ph.D. *Special Lecturer on Socio-Cultural Dynamics*
DeWitt Clair Baldwin, Jr., M.D. *Special Lecturer on Medical Information*
James Edward Teele, Ph.D. *Special Lecturer on Socio-Cultural Dynamics*
Gertrude Ingall Cohen, S.M. *Special Lecturer on Medical Social Work*
Helen Moore Onufrock, M.S.S. *Special Lecturer on Medical Social Work*
Gunnar Nirk, M.D. *Special Lecturer on Mental Health*
Henry Hodge Brewster, M.D. *Special Lecturer on Social Psychiatry*

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- Woodrow W. Baldwin, Ed.D. *Professor of Business, and Director of the School of Business Administration*
Leo John Parente, Ph.D. *Associate Professor of Accounting*
*Margaret Ann McKenna, Ed.M. *Assistant Professor of Secretarial Studies*

*On leave of absence, 1964-65.

Edwin Francis Moran, Jr., Ed.M. *Assistant Professor of Secretarial Studies*

John Edward Murray, M.B.A. *Assistant Professor of Advertising*

Prince School Program in Retailing

°Barbara Chichester Haley, Ed.M. *Associate Professor of Retailing*

Arthur Henry Barron *Lecturer on Personnel Administration*

Elizabeth Abbott Burnham, A.B. *Special Instructor in Retailing*

Department of Home Economics

Margaret Louise Ross, Ph.D. *Professor of Nutrition, and Director of the
School of Home Economics*

Lucy Ellis Fisher, S.M. *Professor of Foods*

Eleanor Jerner Gawne, Ed.D. *Associate Professor of Home Economics Education*

†Esther Caplan Facktoroff, S.M. *Associate Professor of Clothing*

Elizabeth Merrill Patterson, A.M. *Assistant Professor of Foods and Nutrition*

Katherine Mary Bevacqua, S.M. *Assistant Professor of Home Management*

Janore Irene Sogard, S.M. *Assistant Professor of Child Development, and
Director of the Child Study Center*

Diana Ballin Abbott, A.M., M.P.H. *Assistant Professor of Nutrition*

Margaret Verna Fairchild, A.M. *Lecturer on Institutional Management*

Beula Becker Marble, S.M. *Lecturer on Foods and Nutrition*

Virgil Louise Greenwood, S.M. *Lecturer on Clothing Design*

Edna Levin Barrabee, S.M. *Lecturer on Family Relationships*

Eleanor Manning O'Connor, S.B. *Special Instructor in Housing*

Sylvia Gruber Feinburg, B.S. in Ed. *Special Instructor in Design*

Jessie Dubay Lambert, S.M. *Special Instructor in Home Economics Education*

Beth W. Greene, Ed.M. *Assistant in the Child Study Center*

Department of Nursing

Jean Houston, R.N., S.M. *Professor of Nursing, and Director of the
School of Nursing*

Dorothea Pyne Dutra, R.N., S.M. *Assistant Professor of Nursing*

Ruth Jeannette Solberg, R.N., M.S.N. *Assistant Professor of Nursing*

Elaine Church Hubbard, R.N., Ed.M. *Assistant Professor of Nursing*

Ann Elizabeth Lord, R.N., S.M. *Assistant Professor of Nursing*

°On sabbatical leave, second half-year 1964-65.

†On general leave, 1965-66.

28 *Officers of Instruction*

Lois Estella Schoppee, R.N., M.S. in Ed. *Assistant Professor of Nursing*

Marjorie Jane Burrill, R.N., S.M. *Assistant Professor of Nursing*

Betty Louise Sebastian, R.N., S.M. *Assistant Professor of Nursing*

Jean Cotton, R.N., S.M. *Instructor in Nursing*

Betty Ross Erlandson, R.N., S.M. *Instructor in Nursing*

Marjorie Boisvert Johns, R.N., S.M. *Instructor in Nursing*

Mary Josephine Foley, R.N., S.M. *Instructor in Nursing*

Jane Elizabeth Caroline Kallaus, R.N., S.M. *Instructor in Nursing*

Mary McLarney Hallett, R.N., S.M. *Instructor in Nursing*

Mary Kathleen O'Brien, R.N., A.M. *Instructor in Nursing*

Donna Gray Vincent, R.N., S.M. *Instructor in Nursing*

Diane Walker Porter, R.N., S.M. *Instructor in Nursing*

Leon Sternfeld, M.D., Ph.D., M.P.H. *Lecturer on Community Health*

Stephen Louis Washburn, M.D. *Lecturer on Psychiatry*

Martha Meadows Norton, M.S.S.W. *Special Lecturer on Social Work*

Esther Shain Osborne, A.M. *Special Instructor in Group Dynamics*

Department of Physical Education

Margaret Rowe, Ed.M. *Associate Professor of Physical Education*

Doris Emery Olmstead, Ed.M. *Assistant Professor of Physical Education*

Anne MacLeod Greene, B.S. in Phys. Ed. *Lecturer on The Dance*

Caroline Kuhn Bloy, B.S. in Ed. *Special Instructor in Physical Education*

Gladys Siskind Troupin *Assistant in Physical Education*

Associates, 1965–1966

School of Publication

A. S. Burack *Associate in Book and Magazine Publishing*
Editor and Publisher, THE WRITER, INC., Boston

Morris Colman *Associate in Publishing*
Art Director and Juvenile Production Manager, The Viking Press, Inc.,
New York, New York

- Stanley Thomas Dingman, S.B.** *Associate in Industrial Editing*
Director of Internal Communications, John Hancock Insurance Company, Boston
- Phyllis Rose Doherty, S.B.** *Associate in Public Relations*
Director of Public Relations, WNAC-TV and The Yankee Network, Boston
- George F. Kelley** *Associate in Graphic and Publishing Arts*
Industrial Advertising Designer, Boston
- Timothy Paul Mannix, A.B.** *Associate in Industrial Editing*
Assistant Vice-President, Public Relations Department, New England
Telephone and Telegraph Company, Boston
- Herbert R. Mayes** *Associate in Publishing*
President, McCall Corporation, New York, New York
- John Paul Torrey, A.B.** *Associate in Book Design*
Book Designer, D. C. Heath and Company, Boston
- Constance Louise Tree, S.B.** *Associate in Book Design*
Designer, Graphic Division, Ginn and Company, Boston
- Charles Wesley** *Associate in Graphic Arts*
President and Treasurer, Eastern Engravers, Inc., Waltham

School of Social Work

- Elizabeth Holmes Baldwin, A.B.** *Associate in Psychiatric Social Work*
Chief of Social Service, Judge Baker Guidance Center, Boston
- Eleanor Clark, M.S.S.** *Associate in Psychiatric Social Work*
Chief, Social Service Department, Massachusetts General Hospital, Boston
- Mary Ann Dolan, A.M., M.S. in S.S.** *Associate in Psychiatric Social Work*
Head Psychiatric Social Worker, Metropolitan State Hospital, Waltham
- Golda Marion Edinburg, M.S. in S.S.** *Associate in Psychiatric Social Work*
Director, Department of Psychiatric Social Work, McLean Hospital, Waverley
- Rebecca Glasmann, M.S. in S.S.** *Associate in Psychiatric Social Work*
Chief of Social Service, Veterans Administration Hospital, Bedford
- Norman Herstein, A.M.** *Associate in Family and Children's Social Work*
Exec. Director, Jewish Family and Children's Service, Boston
- Lillian Smith Irvine, M.S. in S.S.** *Associate in Psychiatric Social Work*
Chief Supervisor of Psychiatric Social Work, Massachusetts Department of
Mental Health, Boston
- Elizabeth E. Kaiser, M.S.S.** *Associate in Psychiatric Social Work*
Director of Social Service, South Shore Guidance Center, Quincy
- Theodore A. Karam, M.S. in S.S.** *Associate in Psychiatric Social Work*
Chief, Social Work Service, Outpatient Clinic, Veterans Administration, Boston
- Mildred A. McCarthy, M.S.S.W.** *Associate in Psychiatric Social Work*
Chief of Social Service, The James Jackson Putnam Children's Center, Boston

30 *Officers of Instruction*

Margaret Love Newcomb, M.S. in S.S. *Associate in Psychiatric Social Work*
Chief of Social Service, Veterans Administration Hospital, Boston

Zenobia Pendleton, M.S. in S.S. *Associate in Psychiatric Social Work*
Chief, Social Service, Boston University-Boston City Hospital Child Guidance Center

Beatrice Feingold Phillips, S.M. *Associate in Medical Social Work*
Director, Social Service Department, Beth Israel Hospital, Boston

Sahra Stone Rapp, A.B. *Associate in Medical Social Work*
Director, Department of Social Work, Boston City Hospital

Elizabeth Prince Rice, S.M. *Associate in Medical Social Work*
Associate Professor of Public Health Social Work, Harvard School of
Public Health, Boston

Sarah Madeline Shipsey, S.M. *Associate in Medical Social Work*
Director of Social Service, Massachusetts Eye and Ear Infirmary, Boston

Ruth Janet Wien, S.M. *Associate in Medical Social Work*
Chairman, Social Service Department, Tufts-New England Medical Center, Boston

Shirley Wiesenfeld, S.M. *Associate in Psychiatric Social Work*
Head Psychiatric Social Worker, Massachusetts Mental Health Center, Boston

School of Business Administration

John L. Baldwin, Ph.B. *Associate in Advertising*
Vice-President and General Manager, Kenyon and Eckhardt, Inc., Boston

Ephron Catlin, Jr., S.B. *Associate in Finance*
Senior Vice-President, The First National Bank of Boston, Boston

Grace Sargent Eastler, S.M. *Associate in Personnel*
Personnel Director, Gilchrist Company, Boston

James Edward Hennessey *Associate in Office Management*
Account Representative, Remington Rand Division, Sperry Rand
Corporation, Boston

Margaret Mary Meenan, R.N. *Associate in Work Simplification*
Director of Work Simplification, Children's Hospital Medical Center, Boston

Alice G. O'Connor, S.B. *Associate in Personnel*
Personnel Manager, The Provident Institution for Savings, Boston

Wallace L. Pierce, S.B. *Associate in Retailing*
President, S. S. Pierce Company, Boston

Paul Pigors, Ph.D. *Associate in Management*
Professor of Management, Massachusetts Institute of Technology, Cambridge

Bennett O. Poor, A.B. *Associate in Financial Administration*
Stockbroker, Weston W. Adams and Company, Boston

John L. Sawhill, M.B.A. *Associate in Retailing*
Advertising Manager and Sales Promotion Director, R. H. Stearns Company, Boston

George Philip Wright, S.B. *Associate in Office Management*
Manager of Systems and Procedures, Dennison Manufacturing Company,
Framingham

School of Home Economics

B. Lucile Bridges, A.M. *Associate in Public Health Nutrition*
Executive Director, New England Dairy and Food Council, Boston

Dorothy Adelaide Crandall, A.M. *Associate in Business Home Economics*
Women's Editor, THE BOSTON GLOBE

Marion Louise Cronan, A.M. *Associate in Home Economics*
Director of Homemaking, Public Schools of Brookline

Clare Edna Forbes, M.P.H. *Associate in Public Health Nutrition*
Chief, Frances Stern Food Clinic, Boston Dispensary

Louise Hatch, S.B. *Associate in Hospital Dietetics*
Director, Dietary Department and School of Dietetics, Massachusetts
General Hospital, Boston

Helen Haley Hodgdon *Associate in Institutional Administration*
Director of Special Services and Skyline Room, Museum of Science, Boston

Susan Abbie Mack *Associate in Business Home Economics*
Director, Home Service Department, Boston Gas Company

Dorothea Elizabeth Nicoll, S.M. *Associate in Public Health Nutrition*
Chief, Public Health Nutrition Section, Massachusetts Department of Public
Health, Boston

Penelope Stathopoulos Peckos, S.B. *Associate in Public Health Nutrition*
Nutritionist, Forsyth Dental Infirmary for Children, Boston

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Director of Home Economics, Kenyon and Eckhardt, Inc., Boston

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Richmond Knowlton Bachelder, B.B.A. *Treasurer*

Walter Eastman Steere, Jr., Ed.M. *Business Manager*

Eleanor Clifton, A.M. *Dean*

Wylie Sypher, Ph.D. *Dean of the Graduate Division*

32 *Officers of Administration*

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Caroline Field Chapman, S.B. *Director of the Budget*

Dorothy Marie Corcoran, S.B. *Registrar*

Jane Ellen Curtin, S.B. *Director of Admission*

Anna Moore Hanson, S.B. *Director of Placement*

Marjorie Elizabeth Readdy, M.D. *Director of Health*

Kenneth Raymond Shaffer, A.B., B.S. in L.S. *Director of the Library*

Yvonne Ramaut Broadcorens, S.B. *Director of Public Information*

Bernice Joan Poutas, S.B. *Director of Alumnae Affairs*

Dorothy Gove Russell, S.B. *Director of Student Financial Aid*

Jessie Marie Grant, S.B. *Assistant Comptroller*

Eugene Adam Acheson *Superintendent of Maintenance*

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S. Eunice Wenstrom, M.R.E. (Prin.) *Assistant Registrar*

Mabel Brown Farwell, S.B. *Alumnae Fund Secretary*

Alice Louise Gately, S.B. *Assistant to the Director of Alumnae Affairs*

Patricia Keegan, S.B. *Assistant to the Director of Admission*

Helen Heartz Herzog, A.B. *Assistant to the Dean*

Lorraine Therese Guerin, A.B. *Assistant to the Director, School of Social Work*

Alice May Jewett, S.B. *Assistant to the Comptroller*

Judith Hsiang, A.B. *Assistant to the Director of the Simmons College Press
and to the Managing Editor of the SIMMONS REVIEW*

Alice Robinson Brooke, A.B. *Assistant to the Director of Placement*

Rosemary Templin Chapman, A.B. *Assistant to the Director of Admission*

Margret Hathaway *Assistant to the Business Manager*

Caroline Hurd Pooler, S.B. *Counselor in the Office of Continuing Education*

Delmar Kenward McConnell *Financial Assistant in the Office of the Comptroller*

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Ruth Olga Hirsch, A.B. *Secretary to the Director, School of Social Science*

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- Mary Josephine Jannino *Secretary to the Director, School of Nursing*
- Josephine Killgoar Hale *Secretary to the Director, School of Library Science*
- Susan McMurray Anderson *Secretary to the Comptroller*
- Sylvia Ann Anderson *Secretary to the Director of Students, School of Library Science*
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- Ethel Marie O'Brien *Secretary to the President*
- Jeanne Anne DeAngelis *Secretary to the Director, School of Publication*
- Eleanor Fales Chace *Secretary to the Director, School of Education*
- Nancy Miriam Wright *Secretary to the Registrar*
- Shirley Chessman Gerstein *Secretary to the Director, School of Science*
- Irine Leonard Toomey *College Receptionist*
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- Phyllis Jean Hollett, A.B. *Secretary to the Director of Public Information*
- Candace Carlson Murray, A.B. *Secretary to the Director of the School of Business Administration*
- Antigone Whiting Ferris *Secretary to the Director of Placement*
- Margaret Ann Matte *Secretary to the Presidential Assistant for Academic Affairs*
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- Mary Elizabeth Adams *Secretary in the Office of the Alumnae Association*
- Ruth Isabelle Russell *Secretary in the Office of the Comptroller*
- Margaret Phalan Keaveney *Secretary in the Office of the Comptroller*
- Katherine Qualters Hayes *Secretary in the Office of the Comptroller*
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- Carol Torgerson Ralston *Secretary in the Office of the Dean*
- Rita Louise Carrara *Secretary in the Office, School of Social Work*
- Ellen Marie Oliver *Secretary in the Office, School of Nursing*
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- Maureen Rose Johnson *Secretary in the Office, School of Library Science*
- Matilda Dale Brereton *Secretary in the Office, School of Social Work*
- Ann Pontbriand Buonomo *Secretary in the Office of Placement*
- Doreen Nasalski *Secretary in the Office of Student Financial Aid*
- (Anne) Jay Mingels *Secretary in the Office of the Registrar*
- Sandra Olga Salvi *Mail Clerk*

34 *Officers of Administration*

Kathleen Mary Murphy *Secretary in the Office of the Alumnae Association*

Elinor Haines Ward, S.B. *Secretary in the Office, Division of Philosophy
and Psychology*

Ruth Patricia Horton *Secretary in the Office, School of Social Work*

Loda May Hopkins, A.B., S.B. *Assistant Director of the Library*

Stiena Elizabeth Benson, Ed.M. *Librarian of the School of Social Work*

Margaret Elizabeth Davis, A.B., S.B. *Cataloguer*

Alma Estes Browne, S.B. *Circulation Librarian*

Stephen Bertran Folts, S.M. *Reference Librarian*

Tilak Raj Khanna, S.M. *Audio-Visual Services Librarian*

Lowell Charles Albee, Jr., B.D. *Graduate Assistant in the Library*

Nancy Elizabeth Hall, S.B. *Graduate Assistant in the Library, School of Social Work*

Jacquelyn McKinley Farrell *Cataloguing Assistant*

Pamela Hathaway Crane, A.B. *Secretary to the Assistant Director of the Library*

Patricia Lois Guidi *Acquisitions Clerk*

Gertrude Ellen Murray, M.D. *Physician in the Department of Health*

Barbara Payne Rockett, M.D. *Associate Physician in the Department of Health*

Lestra MacBain Carpe, M.D. *Associate Physician in the Department of Health*

Vernon Phillips Williams, M.D. *Consulting Psychiatrist*

Egon George Wissing, M.D. *Roentgenologist*

Mary Irwin Hill, S.M. *X-ray and Laboratory Technician*

Elsie Markham Feeney, R.N. *Nurse-Assistant to the Director of Health*

Rose Spellman, R.N. *Nurse-Secretary to the Director of Health*

Barbara Anne Muse, R.N., S.B. *Head Nurse, Infirmary*

Batishwa Badawi, R.N., S.M. *Assistant Nurse, Infirmary*

Sue Carol Hildreth, R.N. *Assistant Nurse, Infirmary*

Mary McGoff Houck, R.N. *Assistant Nurse, Infirmary*

Joanne Marie Comi, R.N. *Assistant Nurse, Infirmary*

Burton Abercrombie Cleaves, Mus.M. *Director of Musical Activities*

Donald Sawyer March, Mus.M. *Director of the Student Orchestra*

Charles Stanley Kondek, Jr., B.F.A. *Director of Student Dramatics*

Elizabeth Taylor Smith, Ed.M. *Director of Students, Residence Halls*

Mary Culver Philbrick *Resident Head, Arnold Hall*

Theresa Smyth Coyne *Resident Head, Mesick Hall*

Viola Cossar Benson *Resident Head, South Hall*

Ethel Smith Hayden *Resident Head, Dix Hall*

Sylvia Bradford Smiley *Resident Head, North Hall*

Frances Jones Kirmayer *Resident Head, Morse Hall*

Elizabeth Lawrence Ruxton *Resident Head, Smith Hall*

Eleanor Kay Chandler *Resident Head, Simmons Hall*

Gretchen Hodges Ellefson *Resident Head, Evans Hall*

Carol Lynn Grella *Secretary in the Office of the Director of Students*

Margaret Verna Fairchild, A.M. *Manager of Residence, and Executive Dietitian*

Jeanette Allen Hanson *Manager of the Lunchroom*

Mabel MacCallum King *Executive Housekeeper, Residence Halls*

Doris Drew Loring, B.S. Ed. *Dietitian, Residence Halls*

Brenda Kay Jordan, S.B. *Assistant Dietitian, Residence Halls*

Ellen Sophia Ritz *Secretary in the Office of the Manager of Residence*

Nancy Eleanor Fogg *Manager of the Simmons Coöperative Store*

Anna Kennedy Vincent *Assistant in the Simmons Coöperative Store*

Alumnae Representatives

- Jean Alvord Cramer (Mrs. Charles W.), 6800 Woodson Street, Overland Park, Kansas
Susan Kramer Edson (Mrs. Charles L.), 540 Warren Avenue, University City, Missouri 63130
Nancy Howk Forman (Mrs. Ivin R.), 186 Highledge Drive, Penfield, New York 14526
Maureen Markham Geaghan (Mrs. John M.), 8 Churchill Lane, Lexington 02173
Jane Buxton Goodrich (Mrs. George W., Jr.), 983 Rosetree Lane, Cincinnati, Ohio 45230
Shirley Trull Hardy (Mrs. F. Raymond), 65 Stafford Road, Lowell 01850
Mary Ann Heneghan, 95 Daboll Street, Providence, Rhode Island
Judith Holden Higgins (Mrs. James D.), 90 Maple Avenue, White Plains, New York 10600
Virginia Mecklem Holl (Mrs. Paul F.), 19 Thornwood Drive, Pittsburgh, Pennsylvania 15234
Irene Charnicki Horst (Mrs. David M.), 1705 South Grace Avenue, Park Ridge, Illinois 60068
Dorothy Lomer Lane (Mrs. Stanley), 60 Crosman Avenue, Swampscott
Joan Barnes Leslie (Mrs. William R.), 1022 Essex Street, S.E., Minneapolis 14, Minnesota
Donna Peverly Littlefield (Mrs. Arthur B.), Box 94, Epping Road, Newfields, New Hampshire 03856
Helena O'Hara Mahoney (Mrs. William J.), 121 Lawler Road, West Hartford 17, Connecticut
Jane Church Miller (Mrs. Gordon T.), 14 Eastwood Road, Shrewsbury 01545
Kathryn Wilson Moore (Mrs. John B.), 2634 Haddam Road, Cleveland 20, Ohio
Grace Noren Newton (Mrs. Richard), 335 Terrace Road, Schenectady 6, New York
Jeanne Barcomb Oakes (Mrs. William R.), 9 Doris Road, Braintree 02184
Pauline Nelson Oxnard (Mrs. Edward W.), 157 Park Place, Cheshire, Connecticut 06410
Cleora Reynolds, 102 South Main Street, Barre, Vermont 05641
Jeanne Blanchard Schudel (Mrs. J. George, Jr.), 315 Chestnut Ridge Road, Woodcliff Lake, New Jersey 07680
Arlene Ross Scott (Mrs. Peter J.), 18 Rock Spring Road, West Orange, New Jersey
G. Rita Fay Sullivan (Mrs. Stephen F.), 1548 Northbourne Road, Baltimore 12, Maryland
Virginia Wright Swan (Mrs. Robert L.), 830 Dartshire Way, Sunnyvale, California
Mary Tulloch Toll (Mrs. Giles), 1984 South Leyden Street, Denver, Colorado
Joan Melber Warburg (Mrs. James P.), Bydale, John Street, Greenwich, Connecticut
Elinor Haines Ward (Mrs. Humphrey R.), 19 May Street, Needham 02192





Simmons College

Simmons College in Boston is a non-sectarian women's college that combines liberal with professional education. The will of its founder, John Simmons, directed that the College should give instruction in "art, science, and industry best calculated to enable the scholars to acquire an independent livelihood." In pursuance of that trust the Corporation was organized in 1899, and the College was opened for instruction in 1902. Thus Simmons became one of the first colleges for young women in this country to recognize the value of combining vocational instruction with a liberal and cultural education.

The strength of this program has won widespread recognition. The College is a member of the New England Association of Colleges and Secondary Schools and was for many years on the approved list of the Association of American Universities until that organization discontinued accrediting practice.

Some 1,700 students are enrolled in the regular undergraduate and graduate programs. Among these students are more than 300 graduates of other colleges. About 300 students attend the summer session, making a total of some 2,000 registered for courses at Simmons. Nearly every state and numerous foreign countries are represented. The majority of undergraduates live in the College residences; the others commute from the greater Boston area.

The Plan of Education

Educationally the Simmons College undergraduate program is organized into a general first year; and beyond that into seven schools, each with its own director, each with its own technical and professional objectives. These schools are Business Administration, Education, Home Economics, Nursing, Publication, Science, and Social Science.

In combining a liberal education with that which has a definite vocational purpose, the programs vary in their pattern; but in general a student devotes about three-quarters of her time to the liberal arts and sciences, the remainder to subjects of a professional nature.

Each school in its own way and in terms of the demands of its own professional field strives to carry out the basic philosophy of the College:

- (1) that vocational education on the college level to be strong must rest on a firm academic foundation,
- (2) that there must be constant emphasis on the broad principles which underlie vocational competence in any field,
- (3) that training in skills should be limited to those that are essential to success in initial employment.

Students do not make their *definite* choice of professional schools until the end of their first year. This year is devoted to general education, with the program of each student planned in relation to her previous education and her probable vocational interest.

The undergraduate programs lead to the degree of Bachelor of Science, except that students completing the pregraduate program in the School of Education are awarded the degree of Bachelor of Arts.

The Schools of Social Work and Library Science offer only graduate programs leading to the degree of Master of Science. In addition, most of the schools offer professional graduate programs leading either to the master's degree or to the diploma.

Guidance

An integration of guidance services helps each new student to make the transition from high school and home environment to the maturity, independence, and self-reliance of a Simmons student. Her faculty adviser and other instructors, the Dean and staff members of the Dean's Office, the Health Office (including the Consulting Psychiatrist, if needed), as well as the Director of Students and the residence staff members, assist the student in understanding herself, recognizing her abilities, choosing her goals, and taking her place in the realistic learning situation of group living.

With the background of her first-year guidance, the student is able to choose the professional opportunity which best fits her personality and abilities. Beyond the first year a student turns to the director of her professional school, as well as to the Dean and the Assistant to the Dean.

Placement

The Placement Office is ready at all times to serve Simmons undergraduates, seniors, graduate students, and alumnae through counseling and placement assistance. They may register for part-time employment during the college year, for full-time summer work, or for permanent positions at beginning or advanced levels.

It is the policy of the College to advise a prospective student who is planning to earn part of the cost of her education to enter only if she can meet the expenses of the first year at least. When she has demonstrated her ability to carry the work of the College, she may assume the added responsibility of a few hours per week toward partial self-maintenance.

All students seeking work opportunities should register their qualifications and needs in the Placement Office. Scholarship students are urged to do so and will be given preference for positions within the College. Students in good academic standing may sometimes earn money during the college year by tutoring, assisting laboratory instructors, doing clerical work, or helping in the cafeteria, dining hall, or library at the college, or other institutions in the immediate vicinity. The Placement Office is glad to assist also in securing such part-time work as the city affords (sales, office work, recreation in community centers, baby-sitting, and so forth), as well as in finding full-time summer employment.

Qualified students may be granted permission to earn board and room by assisting in some capacity in private families. Such arrangements must be made through the Placement Office. Permission is granted only to those whose health and academic standing have been approved by the College Physician and the Dean.

Although graduation is of course no guarantee of recommendation, the College makes every effort to assist its graduates in finding satisfying employment. The directors of the schools, the faculty, and former employers provide recommendations for the use of the Placement Office in suggesting candidates for permanent positions throughout the United States and overseas.

Everyone interested is invited to make use of the services of the Placement Office for vocational counseling and placement assistance.





Conditions of Admission

The First-Year Class

Simmons welcomes applications from young women whose abilities and interests promise success in college work. While most candidates have a background of study in English, foreign language, mathematics, social studies, and science, Simmons requires no specific subjects or units of study. A college preparatory course in secondary school is recommended, but Simmons occasionally accepts outstanding candidates whose secondary education has varied from the usual college-preparatory pattern. Whatever the applicant's background, her school record should be of such quality as to justify recommendation to college. Applicants should study at least four

academic subjects during each year of secondary school. The Director of Admission is glad to correspond with applicants regarding their preparation.

The Committee on Admission gives careful consideration to all available information about each candidate and accepts those who seem best qualified for the work at Simmons College. Since it is necessary to limit the size of the freshman class to between three hundred and three hundred and fifty students, not every candidate who is qualified for admission can be accepted. Most candidates receive decisions in April.

A few well-qualified applicants are accepted early in the senior year, on the Simmons early decision plan. If early consideration is requested before November first, early decision candidates must agree to withdraw applications to all other colleges when the notice of acceptance is received from Simmons College. A student who is accepted early is expected to present a final record in June showing continued satisfactory work.

Certain credentials are required of all applicants for admission to the first-year class. These are as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it before February first with the required application fee of fifteen dollars. The application and the fee may be transferred to apply to the succeeding year if notification is received at the Admission Office not later than October first of the year for which the candidate originally filed her application; otherwise the application is automatically withdrawn.

2. *School Record.* The principal of the candidate's secondary school submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form. The record covers grades nine through twelve, and includes the final mark in each subject taken each year, rank in class, results of objective tests of aptitude and achievement where these are available, a statement of graduation, and all data on the school's permanent record which will assist the College in its judgment of the applicant's fitness. A transcript of record from each school attended is required when the candidate has studied at more than one school.

Simmons participates in the Advanced Placement Program of the College Entrance Examination Board. Depending upon the results of Advanced Placement tests, credit may be given for Advanced Placement courses completed in secondary school.

3. *College Board Tests.* Every applicant for admission is required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. No specific preparation is necessary. Information concerning the tests may be obtained without charge by writ-

ing to the College Entrance Examination Board, Post Office Box 592, Princeton, New Jersey; or Post Office Box 1025, Berkeley 1, California. A copy of the bulletin of information is routinely sent to every candidate requesting an application blank. It contains information regarding applications, fees, and reports; advice to candidates; descriptions of the tests; sample questions; and lists of examination centers.

The dates for the College Board Tests, with closing dates for the receipt of applications for the tests at the College Board office, are as follows:

<i>Tests to Be Given</i>	<i>Date of Tests</i>	<i>Closing Date</i>
SAT, AT	December 4, 1965	November 6, 1965
SAT, AT	January 8, 1966	December 11, 1965
SAT, AT	March 5, 1966	February 5, 1966
SAT, AT	May 7, 1966	April 9, 1966
SAT, AT	July 9, 1966	June 11, 1966

The Scholastic Aptitude Test and the Achievement Tests may be taken in the junior year, or in the senior year, preferably in December or January. Early decision candidates must take the Scholastic Aptitude Test and the Achievement Tests in the junior year.

Three Achievement Tests must be taken: one in English Composition and the others selected from two of the following fields: foreign language, history, science or mathematics.

It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the tests. When requesting the application the candidate must state the date on which she wishes to take the tests. The candidate is urged to send the application for the tests and the required fees to the College Board as early as possible, preferably several weeks before the date of the examinations.

4. *Principal's Recommendation.* The principal of the candidate's secondary school furnishes a confidential report on the personal qualifications of the applicant and her general fitness to pursue the course of study at Simmons College.

5. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential in pursuing a college program and formal admission to the College is contingent upon medical approval of the health certificate.

6. *Personal Interview.* Each applicant should arrange, before March first of the senior year, for a personal interview with the Director of Admission. Interviews with alumnae or other qualified persons can usually be arranged for candidates living at a distance.

Interviews may be arranged Monday through Friday from nine to four; Saturday from nine to twelve, October through March. Appointments must be made in advance.

Advanced Standing

Applicants who have satisfactorily completed one year or more in approved colleges may be admitted to advanced standing in any of the schools of the College.* Registered nurses who have been graduated from state-approved diploma schools of nursing may be admitted to the School of Nursing with advanced standing. Each applicant must be able to present a strong record and to convince the College of her fitness for the professional work of the program she wishes to enter. The number of transfer students accepted is governed by the limited enrollment in certain of the professional schools and by the capacity of the residence halls.

A student whose marks are sufficiently high may be allowed credit for academic subjects which are substantially equal to those offered in the program selected at Simmons College. Credit for technical work may not be promised in advance. The amount of credit that can be allowed depends upon the program selected at Simmons and the courses already completed. It is seldom feasible for a student to transfer to the senior class after three years at another college. Applications are accepted for September entrance only. The Committee on Admission considers carefully all available information about each applicant before reaching a decision upon her eligibility.

Certain credentials are required of all applicants for advanced standing. These are as follows:

1. *Application Form.* Each applicant fills out an application form furnished by the Director of Admission and returns it with the required application fee of fifteen dollars. The application and the fee may be transferred to apply to the succeeding year if notification is received at the Admission Office not later than October first of the year for which the candidate originally filed her application; otherwise the application is automatically withdrawn.

2. *School Record.* The principal of the secondary school last attended submits a complete transcript of the applicant's record either on the form sent directly from the College or on his own cumulative record form.

3. *Scholastic Aptitude Test.* The scholastic Aptitude Test of the College Entrance Examination Board is a requirement for admission. It is the responsibility of the candidate to obtain an application form from the College Board in order to register in advance for the test. (See page 43.) If the test has already been taken, the candidate should request the College Board (Post Office Box 592, Princeton, New Jersey; or Post Office Box 1025, Berke-

*Exception: the School of Education. See pages 59 and 64.

ley 1, California) to send the results to the College. If Achievement Tests were taken, those results also should be sent to the College.

The Director of Admission is glad to correspond with candidates concerning the submission of objective tests other than the College Board if such tests were taken at another college.

4. *College Record.* The College expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement which may have been taken at that college. When final marks are available, the applicant must file a supplementary transcript with the usual statement of honorable dismissal.

5. *School of Nursing Record.* A registered nurse is required to have an official transcript of her school of nursing record sent to the College by the director of the school of nursing.

6. *Dean's Recommendation.* The College asks the Dean of the institution last attended to furnish a confidential report on the personal qualifications of the applicant for the program selected at Simmons College.

7. *Health Certificate.* Each applicant is required to submit a complete report of health filled out by the student and her physician on a form provided by the College, usually after acceptance. Good health is essential in pursuing a college program and formal admission to the College is contingent upon medical approval of the health certificate.

8. *Personal Interview.* Each applicant should arrange for a personal interview with the Director of Admission.* Interviews with alumnae or other qualified persons can usually be arranged for candidates living at a distance.

The Graduate Division

For admission requirements and programs see pages 99 and 101.

Summer Courses

Summer courses for graduate students are offered by the Schools of Home Economics, and Library Science as stated in the sections devoted to these schools. In the summer of 1965, an institute for high school teachers of chemistry will be offered in the School of Education under a grant from the National Science Foundation.

Continuing Education

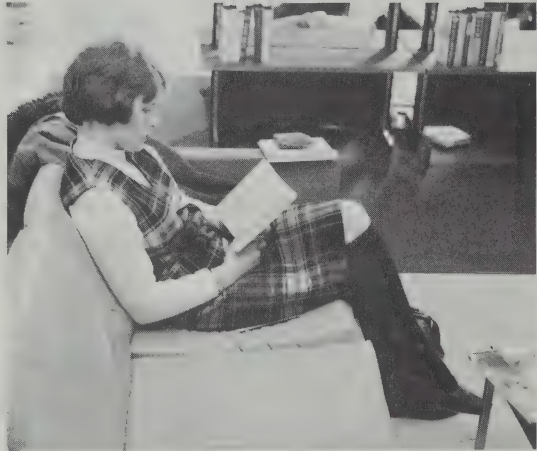
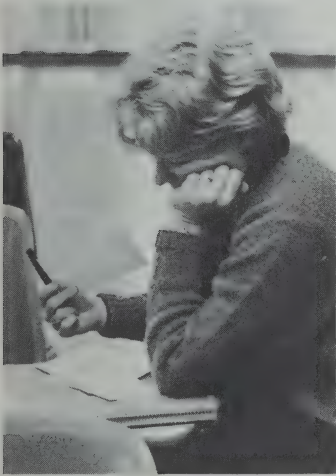
In response to an increasing demand in the Boston area, Simmons College is offering its courses to those women who wish to gain further training

*Admission Office hours on page 45.

after a period of interruption in their education. Some women who left school before receiving their degrees now wish to complete work for their baccalaureate; others who have undergraduate degrees wish to continue work for advanced degrees or to retrain themselves in a new field. By allowing students to study on a part-time flexible basis, Simmons is able to help them pursue their education while they are still fulfilling their family or vocational commitments.

Women who are considering a continuation of their studies may obtain further information and individual attention in formulating their plans from the Director of the Continuing Education program.

For information regarding the Program in Urban Youth Teacher Preparation, see page 101.





Programs of Study

The First-Year Program

The program for the first-year class is one of the distinctive features of the educational plan at Simmons College. In the freshman year the program of each student is planned with four purposes in mind:

1. To assist her in transition from school to college,
2. To enable her to broaden and deepen her intellectual interests,
3. To guide her toward a wise selection of her professional objective, and
4. To help her plan for the work of her subsequent years in the College.

In her application for admission to the first-year class, the student indicates her *probable* choice of a professional school of the College. This choice

is regarded as tentative until confirmed or changed at the close of the first year. By that time the student has learned more about the various professional opportunities—the talents and abilities they require, the opportunities for advancement they offer, and the nature of the preparation involved. The flexibility in the program permits the student whose aims are well defined to carry forward her plans. It helps the student whose objectives are vaguely formed to gain understanding and to plan intelligently.

Each first-year student has a member of the faculty as her adviser. He helps her in her selection of first-year courses and in her choice of a professional objective. In addition, each first-year student is enrolled in a course, *Introduction to the College*, concerned with her adjustment to college and preparation for further academic and professional training.

During the period of orientation before classes begin in September, the first-year student takes certain placement and aptitude tests. These test scores indicate which course in English, modern language, and mathematics is most suitable for the individual student. The secondary school record and these tests aid the faculty adviser in guiding the student in her selection of first-year courses. In making this selection the student and her adviser have in mind the probable professional school for the three upper years and also the necessity of furthering the student's general education.

A normal program for a first-year student consists of courses totaling 32 semester hours for the year in addition to the course *Introduction to the College* mentioned above, and physical education. These courses are selected from the following, bearing in mind that the distribution requirements for graduation (see page 172) are to be satisfied at least in part during the first year:

I. Courses offered primarily for freshmen

English 10 or 11 or the equivalent (required)
 French, German, Latin, Spanish (as determined by placement test)
 Russian
 Social Studies 10
 Biology, Chemistry, Mathematics, Physics

II. Upperclass courses open regularly to first-year students

Art 20	History 38
Business 21	Music 20
Economics 20	Philosophy 20
History 21, 22	Psychology 20
History 24	Sociology 20

At least 24 semester hours in courses elected in the first year must be chosen from Group I.

It should be understood that the so-called "general first year" is an essential part of the Simmons educational program, and that no undergraduate makes a *definite* choice of a professional school until the end of her freshman year. Any first-year student who has satisfactorily completed a full-time program is eligible to enter an undergraduate school of the College. Enrollment in certain areas of specialization within a school may be limited, however, by the facilities available; for example, the programs in physical therapy and in orthoptics in the School of Science. Furthermore, in a few areas of specialization, a student who has not taken the suggested first-year courses may find that she cannot follow the usual program in that area unless she is willing to do extra work which may include summer courses.

An orientation booklet is sent to each first-year student during the summer preceding entrance. It includes detailed suggestions and requirements for course choices.

During the orientation period in September all first-year students take a brief oral reading test to determine who can benefit from a short program of voice recordings and individual conferences for improving speech.

As a result of her successful completion of the first-year courses, the student is ready to enter the school of her choice. In her last three years, the student is governed by the requirements of the professional program which she selects and is guided by the Director of the School in which she is enrolled. She may continue to consult her first-year faculty adviser and the Dean at any time.

School of Business Administration

A background in Business Administration provides one of the most effective ways to prepare a woman for the many facets of her busy life. The principles of good business administration also apply to successful management of a household, creditable leadership of clubs and committees, and effective organization and performance of volunteer services.

These benefits of an education for business are in addition to the obvious preparation for responsible and challenging positions in the business world. Students who wish to make a career of business, either through employment by professional firms or through ownership of their own businesses, should study in the School of Business Administration. In addition to offering a broad general education, the programs are designed to provide an understanding of the environment of business, a knowledge of business organization, an insight into functional problems of business management,

possible depth in a specialized field of business, and an opportunity to develop secretarial skills for positions in areas where such skills are essential.

Excellent training is available for the person who wishes interim, part-time, or permanent employment as an administrative assistant or executive secretary. There is always a great demand for graduates with a strong background of academic and professional education.

Graduates of the School are now occupying interesting administrative positions in many types of business concerns, government agencies, hospitals, educational institutions, and professional offices. Some are engaged as accountants, office managers, statisticians and analysts, executive secretaries, property managers, business educators and specialists in such fields as personnel and advertising. Graduates have gone to positions as bilingual secretaries in all parts of the world. Others have established and creditably maintained their own businesses.

The School of Business Administration was one of the first schools to offer courses of instruction when Simmons College was opened in 1902. At that time the School was called the School of Secretarial Studies. Since then it has undergone the following name changes: School of Business and Secretarial Studies, School of Business, and School of Business Administration. As these changes suggest, the School has kept pace with the evolving opportunities for women in the field of business.

Opportunities for advancement and the chance to fill jobs at top levels of business come frequently to women who are college graduates with a broad general education combined with professional training in the business fields. Since Simmons College is the only four-year college in the country which has a School of Business Administration concerned exclusively with the education of women for business, the School is in an excellent position to prepare women for top-level positions in the business world. The training is supplemented by many actual contacts with businesses and businessmen. These experiences provide opportunities for the students to observe firsthand those theories and skills learned in the classroom. A field trip to New York in the second semester of the senior year provides an opportunity for students to observe the New York Stock Exchange and other business institutions not accessible in Boston.

I. Undergraduate Programs

A student in the School of Business Administration may take a general specialization in business administration or she may specialize in a number of specific fields; among them, advertising, executive medical secretarial, finance, international business, personnel administration, office administra-

tion, and retailing. Through cooperation with other schools in the College, the School of Business Administration is able to arrange programs which will provide specializations encompassing two or more areas.

A general management curriculum is prescribed for all majors in order to provide the education necessary for career success in business administration. Provision is made for depth in an area by requirement of three business electives.

The descriptions below will assist students in selecting their area of special interest. All programs lead to the degree of Bachelor of Science.

General Business Administration

The student who prefers a broad education for business instead of training for a particular area may acquire a thorough understanding of the business world so she can function responsibly. With this knowledge, she is prepared for a position in any line of business endeavor and, with a minimal amount of on-the-job-training can quickly become a highly productive employee in a stimulating and responsible position.

If she desires to attain an eventual position of management in a business, own her own firm, or manage her family's business, she may select three business electives which will amplify the knowledge of administration which she has acquired by taking the general management curriculum.

Below are described areas for specialization which offer excellent opportunities for the college-educated woman. If she prefers to attain depth in any of these special areas, she will choose her three business electives from appropriate courses.

Advertising

The field of advertising offers opportunity for creativity and artistic talent, combined with effective salesmanship and management ability. Positions include advertising manager, account executive, media director and space buyer, production manager, promotion manager, and publicity director. Because women entering the field usually begin as secretaries in advertising agencies or in advertising departments of large companies, students are encouraged to take shorthand.

A field related to advertising which offers opportunities for high-level employment is market research. This is a relatively new field which is growing rapidly and is fast becoming a most interesting area of work for women.

Executive Medical Secretarial

Women who wish to be associated with the field of medicine in a business capacity should seriously consider the profession of executive medical

secretary. Executive medical secretaries are employed in private offices, hospitals, clinics, and research laboratories. This profession offers an excellent avenue for satisfying a humanitarian desire while using business talents and interests. Many graduates have moved into responsible positions of hospital administration. A student selecting this area for specialization should elect courses in anatomy and physiology.

International Business

The growth in the nation's international business during the past few years has broadened professional horizons in the areas of foreign trade, the result of a new global concept which many companies have about their operations.

The students in the international business specialization are trained also for careers in government in the United States and abroad as bilingual secretaries in such organizations as the State Department and the Central Intelligence Agency. Both domestic and overseas placements are numerous.

Students in the international business specialization acquire speaking and writing fluency in at least one foreign language.

Office Administration

Many interesting administrative responsibilities await the college-educated woman with office skills and information. Responsible secretarial positions are challenging and rewarding. Many executives choose women as their administrative assistants; these women assume much authority in helping the executive in carrying out his various responsibilities.

The position of office manager is one to which women may realistically aspire. This person manages the paperwork of a company's operations. She would be responsible for proper use of human resources, space, equipment, and the like.

If the student chooses one of these fields, she will probably use her three business electives to acquire secretarial skills.

Personnel Administration

The field of personnel administration has expanded so much in recent years that it now offers a limitless variety of interesting positions. Specialists in the personnel management area may be involved with procurement, placement, and/or training of employees. They may administer employee benefit programs, such as group insurance, retirement, loan funds, recreation, and so forth. Also included in employee relations responsibilities are personnel rating, job analysis, job evaluation, and collective bargaining. Few vocations offer the variety of experiences that characterize personnel man-

54 *School of Business Administration*

agement. Students are encouraged to take shorthand as an effective way of entering the field.

The areas described above do not exhaust the possible fields of specialization, but rather provide examples. A curriculum could probably be designed which would prepare for any special field of business interest.

Program in Business Administration

Second Year

	<i>Required:</i>
Business Administration	8 sem. hrs.
<i>B.Ad. 24-1</i>	Foundations of Business Administration
<i>B.Ad. 20-1</i>	Principles of Accounting
	Business Lectures*
Economics	8 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
Electives	16 sem. hrs.

Third Year

	<i>Required:</i>
Business Administration	16 sem. hrs.
<i>B.Ad. 31b-0</i>	Typewriting
<i>B.Ad. 36-1</i>	Analysis of Business Data
<i>B.Ad. 34-1, 2</i>	Business Communications
<i>B.Ad. 38-1</i>	Legal Aspects of Business
	Business Lectures*
B.Ad. Electives	4 sem. hrs.
Electives	12 sem. hrs.

Fourth Year

	<i>Required:</i>
Business Administration	8 sem. hrs.
<i>B.Ad. 42-2</i>	Office Procedures
<i>B.Ad. 45-2</i>	Modern Business Management
	Business Lectures*
B.Ad. Electives	8 sem. hrs.
Electives	16 sem. hrs.

Program in Finance

The specialization in Finance, offered cooperatively by the Schools of Social Science and Business Administration, is administered by the latter.

*Students attend eight lectures during enrollment in the School of Business Administration. Four are offered each year.

This inter-disciplinary major will prepare students for exciting and profitable careers in banks, investment firms, insurance companies, and finance departments of businesses. The fields of security research and analysis provide exciting career opportunities for women. Banking and insurance, long considered "men's worlds," now offer new and challenging professional positions for women.

Second Year

	<i>Required:</i>
Business Administration	8 sem. hrs.
<i>B.Ad. 20-1</i>	Principles of Accounting
<i>B.Ad. 25-2</i>	Intermediate Accounting
Economics	8 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
Mathematics	
<i>Math. 15-1, 2</i>	Introductory Statistics
Electives	12 sem. hrs.

Third and Fourth Years

	<i>Required:</i>
Business Administration and Economics	24 sem. hrs.
<i>Ec. 32-2 or</i>	Economic and Social Statistics <i>or</i>
<i>B.Ad. 36-1</i>	Analysis of Business Data
<i>Ec. 43-1</i>	Corporation Finance
<i>B.Ad. 58-2</i>	Security Market and Investments
<i>Ec. 35-2</i>	Money and Banking
<i>B.Ad. 38-1</i>	Legal Aspects of Business
<i>Ec. 50-2 or</i>	Reading and Research <i>or</i>
<i>B.Ad. 62-2</i>	Seminar in Financial Administration
and additional courses from the following:	8 sem. hrs.
<i>Ec. 39-1</i>	International Economics
<i>Ec. 41-2</i>	Intermediate Economic Theory
<i>Ec. 44-2</i>	Government and Business
<i>B.Ad. 31a-0 and/or b-0</i>	Shorthand <i>and/or</i> Typewriting
<i>B.Ad. 34-1, 2</i>	Business Communications
<i>B.Ad. 45-2</i>	Modern Business Management
Electives	32 sem. hrs.

Students are urged to meet their science requirement in mathematics.

Prince School Program in Retailing

The Prince School Program in Retailing at Simmons College is the outgrowth of a long and interesting educational development started by

Mrs. Lucinda Wyman Prince, a dynamic woman who devoted a great part of her life to retailing education. The first Prince School was established in 1905 as a department of the Women's Educational and Industrial Union, and the program was designed to improve the training of saleswomen.

This course proved so successful in broadening the outlook and increasing the efficiency of saleswomen that another course was added to train teachers to work in educational programs within retail stores. These programs were of such great benefit to the stores that in 1918, the National Retail Dry Goods Association, now called National Retail Merchants Association, helped Mrs. Prince reorganize the school as an independent enterprise under her wise leadership. Four years later the Prince School became affiliated with Simmons College and Mrs. Prince became the Director, serving in this position until 1935.

Through the years the Prince School has kept abreast of the times through a constant broadening of the curriculum to include those areas in retailing which offer excellent opportunities for women. The School merged with the School of Business Administration in 1962 as a further step toward increasing the educational offering in retailing and related areas.

Today the Prince School Program in Retailing prepares its students for employment as executives in department stores, specialty stores, and other retail organizations; and also for the wide variety of other fields for which a background in distribution procedures, supervisory skills, and effective techniques of organizing and presenting data is a useful preparation.

Specifically, the objectives of the program are:

1. To develop an understanding of the business environment of today—with particular reference to retail stores and related organizations—and the ability and attitudes necessary to fit into that environment.
2. To provide skill in dealing with people and working efficiently with groups to a common purpose.
3. To offer specialized training in retailing and related fields as a basis for employment in one of the many areas of distribution.

Emphasis is on specialized training for executive positions in retailing because this field continues to present the kinds of opportunities and experience that are valuable for the young woman who wishes a career as an executive in a challenging and dynamic business upon graduation from college. The range of positions available to college graduates in stores is constantly broadening, and undoubtedly will continue to do so.

Specifically, the positions for which Prince students are being prepared include these two broad categories:

1. *Retailing*. This includes training director, employment manager, personnel director, fashion coordinator, buyer, merchandise manager, and

branch store manager for department and specialty stores, as well as owner and manager of small retail shops. Preparation for these positions often includes preliminary training as a member of an executive training group.

2. *Areas related to retailing in which a knowledge of retailing principles and practices is useful.* There are positions in wholesaling and manufacturing that relate closely to retailing. These jobs, for which a retail background is highly useful, include: buyer in a New York buying office, fashion director for an apparel manufacturer, sales representative for a wholesaler, reporter for a retail trade publication, and editorial assistant for a fashion magazine. There are many other jobs involving the use of skills developed in the study of retailing. Some of these call for the use of many of the same supervisory skills learned in the study of retailing; others involve the kinds of customer contact similar in many ways to that found in retailing.

The program takes advantage of the many opportunities its location in Boston provides for close contact with business organizations that offer useful types of experience for students. The result is that in addition to the usual types of college instruction, the students take frequent field trips to stores and manufacturing plants in the Boston area, and numerous executives from stores and other organizations visit classes to teach students the techniques they have found effective in their own work. A field trip to the New York market is taken by seniors and graduate students each spring to familiarize them with the practical operations in the apparel fields. Students participate in a six-week field work experience during the first semester of their senior year. During this time they hold challenging positions of responsibility in department stores in many cities.

The undergraduate program provides a broad liberal arts background along with professional training in general business administration and in retailing. Specialized courses in retailing are introduced in the sophomore year and are combined with academic studies and business administration courses throughout the remainder of the work at Simmons College.

Second Year

Business Administration		<i>Required:</i>
<i>B.Ad. 55-1</i>		4 or 6 sem. hrs.
<i>B.Ad. 21-1, 2</i>		Retailing Principles and Practices
		Personal-Use Typewriting or typewriting ability
		Business Lectures*
Economics		8 sem. hrs.
<i>Ec. 20-0</i>		Contemporary Economic Society
Psychology		4 sem. hrs.
<i>Psych. 20-1, 2</i>		Introduction to Psychology

*Students attend eight lectures during enrollment in the School of Business Administration. Four are offered each year.

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Electives 14 or 16 sem. hrs.
Recommended:
H.Ec. 22-1 Design

Third Year

Required:
 Business Administration 20 sem. hrs.
B.Ad. 36-1 Analysis of Business Data
B.Ad. 56-2 Personnel Principles and Policies
B.Ad. 52-1 Marketing
B.Ad. 53-2 Retail Merchandising
B.Ad. 55-1 Retailing Principles and Practices*
 Business Lectures†

Electives 12 sem. hrs.
Recommended:
H.Ec. 21-2 Textiles

Fourth Year (1965-1966 only)

Required:
 Business Administration 20 sem. hrs.
B.Ad. 59-0 Retail Merchandising
B.Ad. 56-1 Personnel Principles and Policies
B.Ad. 65-1 Retailing Seminar
B.Ad. 63-1 Marketing Research
 Business Lectures†

Electives 12 sem. hrs.
Recommended:
B.Ad. 67-2 Personnel Problems in Retailing

Fourth Year (beginning 1966-1967 only)

Required:
 Business Administration 20 sem. hrs.
B.Ad. 65-1 Retailing Seminar
B.Ad. 63-1 Marketing Research
B.Ad. 54-1 Retail Merchandising
B.Ad. 67-2 Personnel Problems in Retailing
B.Ad. 34-2 Business Communications
 Business Lectures†

Electives 12 sem. hrs.

See page 99 for information on graduate programs leading to the Diploma in Business Administration.

*In 1965-66 only.

†Students attend eight lectures during enrollment in the School of Business Administration. Four are offered each year.

School of Education

I. Undergraduate Programs

A. Programs in Preparation for Secondary School Teaching

The School of Education offers undergraduate programs to prepare for secondary school teaching in the fields of English, French, Spanish, History and Social Studies, Chemistry, Biology, Physics, and Mathematics. The prescribed programs, when satisfactorily completed, will meet the requirements for certification of teachers in the Commonwealth of Massachusetts, and in most other states. Students who intend definitely to prepare for teaching in a state other than Massachusetts should consult the Director of the School to make certain that their programs will meet appropriate teacher certification standards.

The course requirements in the School of Education involve two parallel sequences of study. One of these is a prescribed program of course-work leading to a mastery of the subject-matter to be taught. The other is a sequence of study providing a sound professional preparation for teaching. The program as a whole is planned to accomplish an effective balance and interrelationship between mastery of content and proficiency in teaching. Students should understand that definite interest and aptitude in *both* of these respects are essential to success in the program.

In accordance with the twofold emphasis of the program in the School of Education, the Director will consult closely with the chairmen of those Divisions in which the subject-matter concentration is being followed. The approval of the appropriate department is required both for the prescribed programs and for any deviation from them.

Especially qualified students enrolled in the specializations in French or Spanish may receive credit for the satisfactory completion of a prescribed program in a duly recognized Foreign Study Program. Each individual program must have the advance approval of the appropriate faculty committee. No student can be considered for this privilege without the prior recommendation of the instructing staffs in both Modern Language and Education. Each arrangement must include provisions for completing eight semester hours of work in Education in summer school between the sophomore and junior years.

Because of limitations on necessary courses and facilities in teacher preparation it is not possible to accept upperclass transfers into the programs of the School of Education.

The programs in preparation for secondary school teaching are as follows:

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The following courses are required of all students specializing in secondary school teaching programs.

Second, Third, and Fourth Years

Education	20 sem. hrs.
<i>Ed. 20-1, 2</i>	Historical and Philosophical Backgrounds of Education
<i>Ed. 30-1</i>	The Nature of Classroom Teaching: Secondary Education
<i>Ed. 32-2 or</i>	Curriculum and Methods in the Secondary School Teaching of English <i>or</i>
<i>Ed. 33-2 or</i>	Curriculum and Methods in the Secondary School Teaching of Modern Language <i>or</i>
<i>Ed. 34-2 or</i>	Curriculum and Methods in the Secondary School Teaching of History and Social Studies <i>or</i>
<i>Ed. 35-2</i>	Curriculum and Methods in the Secondary School Teaching of Science and Mathematics
<i>Ed. 39-0</i>	Seminar in Teaching Methods
<i>Ed. 40-1, 2</i>	Student Teaching: Secondary Education
Psychology	8 sem. hrs.
<i>Psych. 20-1, 2</i>	Introduction to Psychology
<i>Psych. 33-2</i>	Psychology of Adolescence

Specialization in the Secondary School Teaching of English

Second, Third, and Fourth Years

	<i>Required:</i>
English	At least 36 sem. hrs.
<i>Eng. 21-0 or 22-0</i>	
or the equivalent	English Literature of the Nineteenth Century
<i>Eng. 33-1</i>	English Literature and Society in the Age of Donne and Milton
<i>Eng. 34-2</i>	English Literature and Society in the Age of Enlightenment
<i>Eng. 35-1</i>	Shakespeare
<i>Eng. 20a-1, 20b-2 or</i>	American Writers 1620-1865; American Writers 1865-1900 <i>or</i>
<i>Eng. 25-1, 26-2 or</i>	American Literature and Thought in the 20th Century; The Modern
the equivalent	American Novel
English Electives	8 sem. hrs.
History or	
Social Studies	At least 8 sem. hrs. beyond Social Studies 10
Foreign Language	At least 8 sem. hrs. at or above the intermediate level
Education and	
Psychology	28 sem. hrs. (see above)
Electives	At least 16 sem. hrs.

Specialization in the Secondary School Teaching of French*

A program individually prescribed, consisting of not less than 32 nor more than 44 semester hours, including French 31-32 and at least 24 semester hours of advanced courses in French. At least 8 semester hours in a second foreign language to which may be added the requirement of not more than 8 semester hours of additional work in the same language, depending upon a proficiency test.

Required courses in education and psychology are listed on page 60.

Specialization in the Secondary School Teaching of Spanish

A program individually prescribed, consisting of not less than 32 nor more than 44 semester hours, including Spanish 31-32 and at least 24 semester hours of advanced courses in Spanish. At least 8 semester hours in a second foreign language to which may be added the requirement of not more than 8 semester hours of additional work in the same language, depending upon a proficiency test.

Required courses in education and psychology are listed on page 60.

Specialization in the Secondary School Teaching of History and Social Studies†

The 16 semester hours of history electives will be chosen in consultation with the subject-matter adviser to provide a concentration either in European history or in American history, or a comprehensive general survey of the field of history. If the concentration in European history is chosen, the history electives should be selected from: History 24-1, History 29-2, History 35-2, History 36-1, and History 38-2. For the concentration in American history, the history electives should be chosen from: History 23-1, History 29-2, History 31-1, History 33-1, History 34-2, and History 37-2. Early planning is essential because certain courses are offered only in alternate years.

Other electives must include 8 semester hours in economics or sociology, and at least 8 semester hours in English, a modern language, or a science, so that this credit, taken in conjunction with work completed in the first year, will provide some qualification for teaching in a second field.

Second, Third, and Fourth Years

	<i>Required:</i>
History	32 sem. hrs.
Hist. 21-1, 22-2	History of American Civilization
Hist. 27-1	Nineteenth Century Europe
Hist. 28-2	Twentieth Century Europe

*The prerequisite for French 31, 32 must have been met before the student may enter this program.

†This program assumes completion in the first year of Social Studies 10 or an acceptable equivalent.

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History Electives	16 sem. hrs.
Government	8 sem. hrs.
<i>Gov. 21-1</i> or	Government in the United States—Federal System <i>or</i>
<i>Gov. 22-2</i>	Government in the United States—Urban and State Politics
Government Elective	4 sem. hrs.
Education and	
Psychology	28 sem. hrs. (see page 60)
Electives	28 sem. hrs.

Specialization in the Secondary School Teaching of Biology*

Second, Third, and Fourth Years

	<i>Required:</i>
Science and Mathematics	48 sem. hrs.
<i>Biol. 23-1, 24-2</i>	Vertebrate Morphology I and II
<i>Chem. 20-1</i>	Introduction to Organic Chemistry
<i>Math. 10-1</i> or	Calculus I <i>or</i>
<i>Math. 12-1</i>	Calculus I
<i>Biol. 34-2</i>	Human Physiology
<i>Biol. 21-2</i>	Microbiology
<i>Chem. 25-2†</i>	Analytical Chemistry
<i>Phys. 10-0</i> or	Elementary Physics <i>or</i>
<i>Phys. 11-0</i>	General Physics
<i>Chem. 21-2</i>	Introduction to Biochemistry
<i>Biol. 40-0</i>	Experimental Biology
Education and	
Psychology	28 sem. hrs. (see page 60)
Electives	20 sem. hrs.

Specialization in the Secondary School Teaching of Chemistry‡

Second, Third, and Fourth Years

	<i>Required:</i>
Science and Mathematics	44 sem. hrs.
<i>Chem. 31-1, 32-2</i>	Organic Chemistry
<i>Math. 13-1, 2</i>	Calculus II
<i>Math. 20-1, 2</i>	Calculus III
<i>Chem. 25-2§</i>	Analytical Chemistry
<i>Biol. 10-0</i>	General Biology

*This program assumes completion in the first year of Biology 10-0 and Chemistry 10-1, 11-2 or 12-1, 13-2.

†Students who have had Analytical Chemistry in their second year will take Introduction to Organic Chemistry (Chemistry 20-1) in their third year.

‡This program assumes completion in the first year of Chemistry 10-1, 11-2, or 12-1, 13-2, and the equivalent of Mathematics 10-1, 11-2, or 12-1, 13-2.

§Students who have had Analytical Chemistry in the second year will take Organic Chemistry (Chemistry 31-1, 32-2) in their third year.

<i>Phys. 11-0</i>	General Physics
<i>Chem. 40-1, 41-2</i>	Physical Chemistry
Education and	
Psychology	28 sem. hrs. (see page 60)
Electives	24 sem. hrs.

Specialization in the Secondary School Teaching of Physics*

**Second, Third, and
Fourth Years**

Science and Mathematics	<i>Required:</i> 36-44 sem. hrs.
<i>Phys. 11-0†</i>	General Physics
<i>Phys. 23-1</i>	Mechanics
<i>Phys. 21-2</i>	Electricity and Magnetism
<i>Phys. 36-1</i>	A.C. Circuits and Electronics I
<i>Phys. 37-2</i>	A.C. Circuits and Electronics II
<i>Phys. 42-1</i>	Atomic Physics
<i>Phys. 43-2</i>	Nuclear Physics
<i>Math. 20-1, 2</i>	Calculus III
<i>Chem. 10-1, 11-2 or</i>	General Chemistry <i>or</i>
<i>12-1, 13-2</i>	Inorganic Chemistry
Education and	
Psychology	28 sem. hrs. (see page 60)
Electives	24-32 sem. hrs.

Specialization in the Secondary School Teaching of Mathematics‡

In addition to the required mathematics courses that appear in the following program, the student will be expected to take among her electives additional courses in mathematics or related fields, such as laboratory science, economics, and logic. This part of the program must be planned in consultation with the Chairman of the Department of Mathematics and the Director of the School of Education.

**Second, Third, and
Fourth Years**

Mathematics and Science	<i>Required:</i> 28-36 sem. hrs.
<i>Math. 20-1, 2</i>	Calculus III
<i>Math. 21-2</i>	Finite Mathematics
<i>Phys. 11-0</i>	General Physics
<i>Math. 32-1</i>	Modern Geometry

*This program assumes completion in the first year of the equivalent of Mathematics 11-2, or 13-1, 2.

†Not required if Physics 10-0 was taken in the first year.

‡This program assumes completion in the first year of the equivalent of Mathematics 10, 11, or 12, 13.

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<i>Math. 31-2</i>	Probability and Statistics
<i>Math. 40-1</i>	Introductory Modern Algebra Mathematics Seminar

Education and

Psychology 28 sem. hrs. (see page 60)

Electives 32-40 sem. hrs.

B. Programs in Preparation for Elementary School Teaching

The undergraduate programs offered by the School of Education to prepare for elementary school teaching require the student to concentrate in a core area consisting of a major and minor field of specialization. The following core areas have been established: English-Social Studies, Social Studies-English, Mathematics-Science. Core areas composed of other major and minor fields of specialization (for example, Science-Mathematics) can be arranged. The sequence of courses for any such area will be determined by the appropriate departments and the School of Education. The prescribed programs, when satisfactorily completed, will meet the requirements for certification in the Commonwealth of Massachusetts and in most other states. Students who intend definitely to prepare for teaching in a state other than Massachusetts should consult the Director of the School to make certain that their programs will meet appropriate teacher certification standards.

The course requirements in the elementary school teaching programs are intended to give the student a strong academic background in a core area as well as a sequence of study providing a sound professional preparation for teaching. The program as a whole is planned to accomplish an effective balance between mastery of content and proficiency in teaching. Students should understand that definite interest and aptitude in both of these respects are essential to success in the program.

In accordance with the twofold emphasis of the program, the Director of the School of Education will consult closely with the Chairmen of those Divisions in which the subject-matter concentration is being followed. The approval of the Chairman of the appropriate Division is required both for the prescribed programs and for any deviation from them.

Because of limitations on necessary courses and facilities in teacher preparation, it is not possible to accept upperclass transfers into the programs of the School of Education.

The programs in preparation for elementary school teaching are as follows:

The following courses are required of all students specializing in elementary school teaching programs.

**Second, Third, and
Fourth Years**

Education 24 sem. hrs.

Ed. 20-1, 2 Historical and Philosophical Backgrounds of Education

Ed. 36-1 Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies

Ed. 37-2 Curriculum and Methods in the Elementary School Teaching of Mathematics and Science

Ed. 38-2 The Nature of Classroom Teaching: Elementary Education

Ed. 41-1 Student Teaching: Elementary Education

Psychology 8 sem. hrs.

Psych. 20-1, 2 Introduction to Psychology

Psych. 30-1, 2 or Child Psychology or

H. Ec. 35-1, 2 Child and Adolescent Growth and Development

The English-Social Studies Concentration*

**Second, Third, and
Fourth Years**

Required:

English 24 sem. hrs.

Eng. 20a-1, 20b-2 American Writers

Comp. Lit. 80-2 or Nineteenth Century English and Continental Poetry

the equivalent

Eng. 28-1, 2 English Language—Its Growth and Use

An additional 8 sem. hrs. in English or Comparative Literature.

This part of the program must conform to the recommendations of the student's subject-matter adviser.

Social Studies 16 sem. hrs.

Hist. 21-1 and 22-2 History of American Civilization

The additional 8 sem. hrs. should include one course in European history and one course in government or sociology.

**Education and
Psychology** 32 sem. hrs. (see above)

Electives 24 sem. hrs.

*This program assumes completion in the first year of Social Studies 10 or an acceptable equivalent.

The Social Studies-English Concentration

Second, Third, and
Fourth Years

	<i>Required:</i>
Social Studies	12 sem. hrs.
<i>Soc. 20-1, 2</i>	Introduction to Sociology
<i>Hist. 21-1 and 22-2</i>	History of American Civilization
Restricted Electives	12 sem. hrs. from courses offered in the Division of Social Studies.
English	8 sem. hrs.
<i>Eng. 28-1, 2</i>	English Language—Its Growth and Use
<i>Comp. Lit. 80-2</i>	Nineteenth Century English and Continental Poetry
or the equivalent	
Restricted Electives	
American Lit., Drama, or the Novel	8 sem. hrs.
Education and	
Psychology	32 sem. hrs. (see page 65)
Electives	24 sem. hrs.

The Mathematics-Science Concentration*

In addition to the required mathematics courses that appear in the following program, the student is expected to take among her electives additional courses in mathematics or related fields. This part of her program must be planned in consultation with the Chairman of the Department of Mathematics.

Second, Third, and
Fourth Years

	<i>Required:</i>
Mathematics and Science	36 sem. hrs.
<i>Math. 21-2</i>	Finite Mathematics
<i>Math. 32-1</i>	Modern Geometry
<i>Math. 40-1</i>	Introductory Modern Algebra
<i>Biol. 10-0</i>	General Biology
<i>Chem. 10-1, 11-2 or</i>	General Chemistry <i>or</i>
<i>Chem. 12-1, 13-2 or</i>	Inorganic Chemistry
<i>Phys. 10-0 or</i>	Elementary Physics <i>or</i>
<i>Phys. 11-0</i>	General Physics
Education and	
Psychology	32 sem. hrs. (see page 65)
Electives	28 sem. hrs.

*This program assumes completion of Mathematics 10, 11 or 12, 13 in the first year. If such is not the case, the program should be planned in consultation with the Chairman of the Department of Mathematics.

C. Pregraduate Program in the Liberal Arts

The program in the liberal arts leading to the Bachelor of Arts degree is limited to students intending to enter graduate school and judged by the Director of the School of Education to be capable of pursuing such a program. The student admitted to the pregraduate program normally elects to take honors if an honors program is offered in the area of her concentration. To qualify for graduation in the pregraduate program the student must pass a comprehensive examination during the second semester of her senior year and must satisfactorily complete a senior thesis in her field of concentration. Thesis topics and completed theses must be approved by a board of thesis advisers appointed by the Director of the School of Education. At the present time programs are offered only in the following areas: English, Spanish, French, History, Government, Economics, and Psychology.

Pregraduate Program in English

Second, Third, and Fourth Years

	<i>Required:</i>
English	36 sem. hrs.
<i>English 21-0 or 22-0</i>	
or the equivalent	English Literature of the Nineteenth Century
<i>Eng. 33-1</i>	English Literature and Society in the Age of Donne and Milton
<i>Eng. 34-2</i>	English Literature and Society in the Age of Enlightenment
<i>Eng. 35-1</i>	Shakespeare
<i>Eng. 65-0</i>	Directed Study: Senior Thesis
American Literature	At least 4 sem. hrs.
English Electives	8 sem. hrs.
Foreign Language	16 sem. hrs., part of which may be completed in the first year and at least 8 sem. hrs. of which must be above the intermediate level
Distribution	20 sem. hrs. to be distributed among courses in a second foreign language, philosophy, psychology, music, art, history, or government
	PLUS a comprehensive examination in the final year.
Electives	At least 24 sem. hrs.

Pregraduate Programs in French and Spanish

Second, Third, and Fourth Years

	<i>Required:</i>
Major Foreign Language	36 sem. hrs.
<i>Fr. 31-1, 32-2 or</i>	Major French Writers <i>or</i>
<i>Sp. 31-1, 32-2</i>	Literature of the Spanish People

Fr. 65-0 or *Sp. 65-0* Directed Study: Senior Thesis
and INCLUDING 24 sem. hrs. of advanced courses in the major
language

**Second Foreign
Language**

16 sem. hrs.

Distribution

20 sem hrs. to be distributed among courses in history or govern-
ment, philosophy, art, music, comparative literature, English,
psychology, or a third foreign language.

Electives

24 sem. hrs.

PLUS a comprehensive examination in the major language and
literature in the final year.

Pregraduate Program in Psychology

**Second, Third, and
Fourth Years**

Required:

Psychology 40 sem. hrs.

Psych. 20-1, 2 Introduction to Psychology

Psych. 32-2 Physiological Psychology

Psych. 35-2 Statistics and Experimental Design

Psych. 34-1, 2 Experimental Psychology

Psych. 40-1, 2 Social Psychology

Psych. 41-1 Principles of Psychological Measurement

Psych. 42-2 or Seminar in Clinical Psychology *or*

Psych. 43-1, 2 Personality Theory

Psych. 65-2 Directed Study: Senior Thesis

Two of the following
three:

Psych. 30-1, 2 Child Psychology

Psych. 31-1, 2 The Psychology of Adjustment

Psych. 33-2 The Psychology of Adolescence

Mathematics

Math. 15-1, 2

Introductory Statistics

PLUS a comprehensive examination in the final year

Foreign Language

16 sem. hrs., part of which may be completed in the first year and
at least 8 sem. hrs. of which must be above the intermediate level.

Sociology

Soc. 20-1, 2

4 sem. hrs.

Introduction to Sociology

Biology

Biol. 25-1

4 sem. hrs.

The Human Nervous System

**Sociology, Biology
or Mathematics**

12 sem. hrs. (in addition to required courses in these areas)

Chosen according to the graduate curriculum for which the student
is preparing and according to the graduate record examination she
must take.

Electives

16 sem. hrs.

Pregraduate Program in History

Second, Third, and Fourth Years

Required:

History	44 sem. hrs.
<i>Soc. St. 10-0*</i>	The Development of Contemporary Society
<i>Hist. 21-1, 22-2</i>	History of American Civilization
<i>Hist. 27-1</i>	Nineteenth Century Europe
<i>Hist. 28-2</i>	Twentieth Century Europe
<i>Hist. 29-2</i>	Ancient History
<i>Hist. 61-1</i>	Historiography
	8 sem. hrs. in American <i>or</i> European History
<i>Hist. 65-2</i>	Directed Study: Senior Thesis
	PLUS a comprehensive examination in the final year

Foreign Language 16 sem. hrs., part of which may be completed in the first year and at least 8 sem. hrs. of which must be above the intermediate level.

Social Studies 12 sem. hrs. within the Division of Social Studies (other than history), according to the graduate curriculum for which the student is preparing and according to the graduate record examination she must take.

Electives 24 sem. hrs.

Distribution NOTE: At least 12 sem. hrs. should be taken in courses in *one* of the following subject areas: government, economics, sociology, psychology, philosophy, or literature.

Pregraduate Program in Government

Second, Third, and Fourth Years

Required:

Government	40 sem. hrs.
<i>Gov. 23-1</i>	Classical and Early Modern Political Theory
<i>Gov. 24-2</i>	Political Theory During the Last Two Centuries
<i>Gov. 21-1 or</i>	Government in the United States—Federal System <i>or</i>
<i>Gov. 22-2</i>	Government in the United States—Urban and State Politics
<i>Gov. 30-1 or</i>	Governments in the Modern World—European <i>or</i>
<i>Gov. 31-2</i>	Governments in the Modern World—Asian and African
<i>Gov. 32-2 or</i>	International Relations <i>or</i>
<i>Hist. 31-1</i>	American Foreign Policy
<i>Gov. 43-1, 2</i>	Reading and Research
<i>Gov. 65-2</i>	Directed Study: Senior Thesis

Government Electives 12 sem. hrs.
PLUS a comprehensive examination in the final year

Foreign Language 16 sem. hrs., part of which may be completed in the first year and at least 8 sem. hrs. of which must be above the intermediate level.

*If not completed in the freshman year.

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Economics	8 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
Mathematics	4 sem. hrs.
<i>Math. 15-1, 2</i>	Introductory Statistics
Sociology	4 sem. hrs.
<i>Soc. 20-1, 2</i>	Introduction to Sociology
Psychology	4 sem. hrs.
<i>Psych. 20-1, 2</i>	Introduction to Psychology
Electives	20 sem. hrs.

Pregraduate Program in Economics

Second, Third, and Fourth Years

Required:

Economics	40 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
<i>Math. 15-1, 2</i>	Introductory Statistics
<i>Ec. 32-2</i>	Economic and Social Statistics
<i>Ec. 35-2</i>	Money and Banking
<i>Ec. 41-2</i>	Intermediate Economic Theory
<i>Ec. 65-2</i>	Directed Study: Senior Thesis

Ec. Electives 12 sem. hrs.

PLUS a comprehensive examination in the final year

Foreign Language 16 sem. hrs., part of which may be completed in the first year and at least 8 sem. hrs. of which must be above the intermediate level except when, in the opinion of the Director, 8 sem. hrs. of mathematics or statistics may serve the student better.

History, Government, Sociology, Mathematics 20 sem. hrs. chosen according to the graduate curriculum for which the student is preparing. At least 12 of these 24 sem. hrs. must be in one of the aforementioned subjects.

Electives 20 sem. hrs.

See page 101 for information on graduate programs.

School of Home Economics

I. Undergraduate Programs

The School of Home Economics offers undergraduate programs in preparation for the wide variety of interesting and challenging positions open to the college graduate professionally trained in home economics, or in preparation for graduate work in foods, nutrition, and public health nutrition. At

the end of the general first year the student selects the area of specialization in which she is primarily interested. With the guidance of the Director she arranges her program to fit her individual needs and professional goal. The programs which lead to the degree of Bachelor of Science are planned to achieve a balance between general education essential for all college women, and professional education essential for well-qualified, competent home economists.

Program in Home Economics Education

For the student interested in teaching or extension work, preparation in all aspects of home economics is desirable. This affords sound subject-matter training for teaching foods, nutrition, home management, clothing, textiles, family relations, and child development. Courses in education, as well as supervised teaching of home economics in junior and senior high schools, qualify her to teach in public or private elementary and secondary schools. The same type of preparation is necessary for those who wish to become home demonstration agents or 4-H Club leaders.

Program in Child Development

The student interested in teaching may select the program in child development. A graduate of this program is prepared to work with young children in nursery schools and day-care centers. Preparation includes experience with children of nursery school age as well as consideration of preschool program planning and child growth and development.

Well-qualified students enrolled in either the home economics education or the child development specialization may spend one semester of the junior or senior year in concentrated study of human development at The Merrill-Palmer Institute in Detroit.

Program in Consumer Services

The consumer services specialization is designed for the students who wish careers as home economists in business—with advertising agencies, magazines and newspapers, equipment, food, and utility companies, and test kitchens. Preparation in all aspects of home economics is included, with additional emphasis on courses in journalism and advertising. During the senior year field experience is arranged on an individual basis.

Programs in Institution Management and Dietetics, and Food Service Management

The student who follows one of these programs is prepared to enter the profession of dietetics. She meets the requirements for a dietetic intern-

ship; and also satisfies the academic requirements for membership in The American Dietetic Association, a prerequisite for many positions in the field of dietetics. She may choose to emphasize food service management rather than the broader aspects of dietetics. Career opportunities are varied, challenging, and creative. They include positions in hospitals, out-patient clinics, city and state health departments, schools of nursing (teaching nutrition), college and school food service, and industrial and commercial organizations.

Program in Foods and Nutrition

The student who completes the foods and nutrition specialization is prepared for many kinds of positions requiring a basic understanding of food and its nutritional value. Opportunities in business, laboratories, public health agencies, and the extension services are available to the young woman whose undergraduate preparation has emphasized foods and nutrition. In some cases a year of graduate study is required in order to become fully qualified for these fields. Many universities offer fellowships and graduate assistantships in teaching and research to students with a strong background in foods, nutrition, and the biological sciences who wish to work for the master's degree.

The programs in the School of Home Economics* are as follows:

Specialization in Home Economics Education

Second Year

	<i>Required:</i>
Home Economics	16 sem. hrs.
<i>H. Ec. 23-1 or 2</i>	Foods and Nutrition
<i>H. Ec. 20-1 or 2</i>	Clothing
<i>H. Ec. 22-1</i>	Design
<i>H. Ec. 35-2</i>	Child and Adolescent Growth and Development
Education	4 sem. hrs.
<i>Ed. 20-2</i>	Historical and Philosophical Backgrounds of Education
Psychology	4 sem. hrs.
<i>Psych. 20-1</i>	Introduction to Psychology
Electives	8 sem. hrs.

Third Year

	<i>Required:</i>
Home Economics	22 sem. hrs.
<i>H. Ec. 34-1 or 2</i>	Home Management
<i>H. Ec. 33-1</i>	Advanced Foods

*The program in Child Development assumes completion of Biology 10 in the first year; the other programs assume completion of Biology 10 and Chemistry 10 and 11 or 12 and 13 in the first year.

<i>H. Ec.</i> 30-2	Tailoring
<i>H. Ec.</i> 36-1	Field Experience in Home Economics Education
<i>H. Ec.</i> 21-2	Textiles
<i>H. Ec.</i> 25-2	Nutrition
Education	2 sem. hrs.
<i>Ed.</i> 30-1	The Nature of Classroom Teaching: Secondary Education
Electives	8 sem. hrs.

Fourth Year

Required:

Home Economics	20 sem. hrs.
<i>H. Ec.</i> 54-1	Curriculum and Methods in the Teaching of Home Economics
<i>H. Ec.</i> 55-1	Student Teaching in Home Economics
<i>H. Ec.</i> 47-1	Consumer Education
<i>H. Ec.</i> 57-2	Family Relations
Electives	12 sem. hrs. (professional and academic)

Specialization in Child Development

Second Year

Required:

Home Economics	16 sem. hrs.
<i>H. Ec.</i> 23-1 or 2	Foods and Nutrition
<i>H. Ec.</i> 20-1 or 2	Clothing
<i>H. Ec.</i> 22-1	Design
<i>H. Ec.</i> 35-2	Child and Adolescent Growth and Development
Education	4 sem. hrs.
<i>Ed.</i> 20-1	Historical and Philosophical Backgrounds of Education
Psychology	4 sem. hrs.
<i>Psych.</i> 20-1	Introduction to Psychology
Electives	8 sem. hrs.

Third Year

Required:

Home Economics	18 sem. hrs.
<i>H. Ec.</i> 36-1	Field Experience in Home Economics Education
<i>H. Ec.</i> 34-1 or 2	Home Management
<i>H. Ec.</i> 25-2	Nutrition
<i>H. Ec.</i> 47-2	Consumer Education
<i>H. Ec.</i> 38-1	Early Childhood Programs: Methods and Materials
Publication	2 sem. hrs.
<i>Pub.</i> 38-1	Children's Books and Periodicals
Electives	12 sem. hrs. (Recommended: Psychology, Sociology)

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Fourth Year

	<i>Required:</i>
Home Economics	12 sem. hrs.
<i>H. Ec. 48-2</i>	Advanced Child Development
<i>H. Ec. 49-2</i>	Experience with Children
<i>H. Ec. 57-2</i>	Family Relations
Electives	20 sem. hrs.

Specialization in Consumer Services

Second Year

	<i>Required:</i>
Home Economics	12 sem. hrs.
<i>H. Ec. 22-1</i>	Design
<i>H. Ec. 23-2</i>	Foods and Nutrition
<i>H. Ec. 20-2</i>	Clothing
Business Administration	4 sem. hrs.
<i>B. Ad. 24-1</i>	Foundations of Business Administration
Psychology	4 sem. hrs.
<i>Psych. 20-1</i> or 2	Introduction to Psychology
English Elective	4 sem. hrs.
Electives	8 sem. hrs.

Third Year

	<i>Required:</i>
Home Economics	16 sem. hrs.
<i>H. Ec. 33-1</i>	Advanced Foods
<i>H. Ec. 34-1</i>	Home Management
<i>H. Ec. 25-2</i>	Nutrition
<i>H. Ec. 21-2</i>	Textiles
Publication	8 sem. hrs.
<i>Pub. 30-1</i>	Journalism
<i>Pub. 31-2</i>	Article Writing
Electives	8 sem. hrs.

Fourth Year

	<i>Required:</i>
Home Economics	12 sem. hrs.
<i>H. Ec. 47-1</i>	Consumer Education
<i>H. Ec. 59-1</i>	Individual Study in Home Economics
<i>H. Ec. 37-2</i>	Demonstration Techniques
Business Administration	4 sem. hrs.
<i>B. Ad. 50-2</i>	Advertising Policies and Methods
Electives	16 sem. hrs.

Specializations in Institution Management and Dietetics, and
Food Service Management

Second Year

	<i>Required:</i>
Home Economics	4 sem. hrs.
<i>H. Ec. 23-1</i>	Foods and Nutrition
Biology	4 sem. hrs.
<i>Biol. 34-2</i>	Human Physiology
Chemistry	8 sem. hrs.
<i>Chem. 20-1</i>	Introduction to Organic Chemistry
<i>Chem. 21-2</i>	Introduction to Biochemistry
Education	4 sem. hrs.
<i>Ed. 20-2</i>	Historical and Philosophical Backgrounds of Education
Psychology	4 sem. hrs.
<i>Psych. 20-1</i>	Introduction to Psychology
Electives	8 sem. hrs.

Institution Management and Dietetics

Third Year

	<i>Required:</i>
Home Economics	16 sem. hrs.
<i>H. Ec. 35-1 or 2</i>	Child and Adolescent Growth and Development
<i>H. Ec. 33-1 or 2</i>	Advanced Foods
<i>H. Ec. 34-1 or 2</i>	Home Management
<i>H. Ec. 25-2</i>	Nutrition
Biology	4 sem. hrs.
<i>Biol. 21-2</i>	Microbiology
Business Administration	4 sem. hrs.
<i>B. Ad. 20-1</i>	Principles of Accounting
Electives	8 sem. hrs.

Fourth Year

	<i>Required:</i>
Home Economics	12 sem. hrs.
<i>H. Ec. 52-1</i>	Institution Management
<i>H. Ec. 45-1</i>	Advanced Nutrition
<i>H. Ec. 46-2</i>	Diet Therapy
Business Administration	8 sem. hrs.
<i>B. Ad. 45-2</i>	Modern Business Management
<i>B. Ad. 56-2</i>	Personnel Principles and Policies
Electives	12 sem. hrs.

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Food Service Management

Third Year

	<i>Required:</i>
Home Economics	8 sem. hrs.
<i>H. Ec. 33-1</i> or 2	Advanced Foods
<i>H. Ec. 25-2</i>	Nutrition
Biology	4 sem. hrs.
<i>Biol. 21-2</i>	Microbiology
Electives	20 sem. hrs.*

Fourth Year

	<i>Required:</i>
Home Economics	12 sem. hrs.
<i>H. Ec. 45-1</i>	Advanced Nutrition
<i>H. Ec. 52-1</i>	Institution Management
<i>H. Ec. 46-2</i>	Diet Therapy
Electives	20 sem. hrs.*

Specialization in Foods and Nutrition

Second Year

	<i>Required:</i>
Home Economics	4 sem. hrs.
<i>H. Ec. 23-1</i>	Foods and Nutrition
Biology	4 sem. hrs.
<i>Biol. 21-2</i>	Microbiology
Chemistry	8 sem. hrs.
<i>Chem. 31-1, 32-2</i>	Organic Chemistry
Education	4 sem. hrs.
<i>Ed. 20-2</i>	Historical and Philosophical Backgrounds of Education
Psychology	4 sem. hrs.
<i>Psych. 20-1</i>	Introduction to Psychology
Electives	8 sem. hrs.

Third Year

	<i>Required:</i>
Home Economics	12 sem. hrs.
<i>H. Ec. 33-1</i>	Advanced Foods
<i>H. Ec. 34-1</i>	Home Management
<i>H. Ec. 25-2</i>	Nutrition

*Academic electives, 8 sem. hrs.; professional electives, 32 sem. hrs., in business administration and home economics.

Biology	4 sem. hrs.
<i>Biol. 34-2</i>	Human Physiology
Chemistry	4 sem. hrs.
<i>Chem. 21-2</i>	Introduction to Biochemistry
Electives	12 sem. hrs.

Fourth Year

Required:

Home Economics	16 sem. hrs.
<i>H. Ec. 45-1</i>	Advanced Nutrition
<i>H. Ec. 43-2</i>	Experimental Foods
<i>H. Ec. 37-2</i>	Demonstration Techniques
<i>H. Ec. 46-2</i>	Diet Therapy
Chemistry	4 sem. hrs.
<i>Chem. 25-2</i>	Analytical Chemistry
Electives	12 sem. hrs.

Special programs may be arranged to prepare for specific fields such as: Research in Foods, Clothing, and Textiles.

See page 101 for information on graduate programs.

School of Nursing

The School of Nursing aims through its programs of study to prepare students for initial employment in professional nursing and for graduate study.

The School believes that liberal as well as professional education is essential to nursing, that professional nursing is practiced with greater depth of understanding and ability by the nurse who has integrated concepts gained through a combination of broad knowledge of the arts with natural, behavioral, and medical sciences; and that the nurse functions in cooperation with allied and paramedical groups to serve the public in areas of health promotion, disease prevention, rehabilitation, and care of the sick.

The School of Nursing believes that learning experiences should be carefully selected and planned to provide maximum opportunity for the practice of individualized patient care with an understanding of the implications of health and illness to the person and his family. Thus, the

student is enabled to transfer common principles of nursing care, by the use of sound judgment based on knowledge, to the care of numbers of individuals. The School further believes that academic excellence can be stimulated in a climate where each student may work to develop her own potential as a responsible, self-directing member of her profession and her community.

The School of Nursing offers two programs leading to the Bachelor of Science degree. The Basic Professional Program is designed for high school graduates who wish preparation for nursing correlated with collegiate education. The General Nursing Program is designed for registered nurses who wish a liberal education combined with supplementary basic professional education. Applicants should be graduates of state-approved hospital or junior college schools of nursing whose programs are fully accredited by the National League for Nursing.

Graduates of the Basic Professional Program are eligible to write the licensing examination given by the Massachusetts State Board of Nurse Registration. Satisfactory completion of this examination entitles the applicant to practice as a registered nurse (R.N.).

The programs are fully accredited by the Accrediting Service of the National League for Nursing. The School is a member of the Council of Member Agencies, Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Basic Professional Program

The purpose of this five-academic-year program is to provide a broad scientific, academic, and professional base whereby students may develop social consciousness, sound professional attitudes, and beginning competencies.

A wide range of hospitals and public health agencies are selected by the College in order to secure extensive practice opportunities for students. The College faculty guides and directs the practice of students in the agencies.

There are several distinct advantages of this program. (1) It enables the student to secure both a liberal education and professional preparation in nursing. (2) Nursing theory and practice are geared to the maturity and capacity of the college student. (3) There is opportunity for students to elect courses in areas of special interest. (4) Students live on campus and are thus able to participate in college activities throughout the program.

All courses in the program must be satisfactorily completed before the degree will be awarded. The College reserves the right to exclude students whose progress in nursing is unsatisfactory.

Second Year

	<i>Required:</i>
Nursing	16 sem. hrs.
N. 20-1	Introduction to the Profession of Nursing
N. 21-0	Fundamentals of Nursing
N. 23-2	Group Dynamics
Biology	12 sem. hrs.
Biol. 22-1	Human Anatomy
Biol. 34-2	Human Physiology
Biol. 21-2	Microbiology
Psychology	4 sem. hrs.
Psych. 20-1	Introduction to Psychology

**Third, Fourth, and
Fifth Years**

	<i>Required:</i>
Nursing	52 sem. hrs.
N. 31-1	Nursing of Adults
N. 33-2	Advanced Nursing of Adults
N. 41-1 or 2	Nursing of Mothers and Infants
N. 43-1 or 2	Nursing of Children
N. 51-1 or 2	Psychiatric Nursing
N. 52-1	Seminar in Nursing
N. 53-1 or 2	Public Health Nursing
N. 55-2	Nursing in Disaster
Sociology	4 sem. hrs.
Soc. 20-1, 2	Introduction to Sociology
Social Studies	8 sem. hrs.
Soc. St. 10-0	The Development of Contemporary Society
Psychology	8 sem. hrs.
Psych. 30-1 or 2	Child Psychology
Psych. 33-2	The Psychology of Adolescence
Electives	24 sem. hrs.

For the basic fees for all Simmons College students see the section on "Expenses." Students in the School of Nursing have additional expenses approximately as follows:

Second Year

Uniforms	\$60
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Third Year

Uniforms	\$35
Transportation	\$60

Fourth Year

Uniforms	\$20
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Fifth Year

Uniforms	\$65
Transportation	\$50

See the section on "Residence" for living arrangements.

Students desiring part-time employment during the academic year and full-time summer employment are encouraged to seek the assistance of the College Placement Office.

General Nursing Program

Qualified registered nurses who wish to complete requirements for a Bachelor of Science degree with a major in nursing are eligible for admission to the General Nursing Program. Admission requirements are stated on pages 45 and 46.

Advanced standing for previous education in nursing and for courses taken in other accredited colleges and universities may be granted on an individual basis. Students whose basic preparation did not include psychiatric nursing will be required to make up this deficiency.

The program is planned on a six-semester basis to permit the student to achieve the objectives of Simmons College in both general and professional education. Students are expected to complete the program within a period of not more than six years. Other degree requirements are listed on page 172.

The first four semesters are designed to enrich the student's background in academic areas—the humanities, biological sciences, and social sciences. This program draws on the total resources of the College as well as the School of Nursing. The upper-division nursing courses are taken in the final year.

The program consists of the following courses or their equivalent:

Second and Third Years

	<i>Required:</i>
Nursing	4 sem. hrs.
N. 23-1	Group Dynamics
N. 25-2	Social Foundations of Nursing
Biology	8 sem. hrs.
Biol. 10-0	General Biology
Psychology	12 sem. hrs.
Psych. 20-1 or 2	Introduction to Psychology
Psych. 30-1 or 2	Child Psychology
Psych. 33-2	The Psychology of Adolescence
Sociology	4 sem. hrs.
Soc. 20-1 or 2	Introduction to Sociology
Social Studies	8 sem. hrs.
Soc. St. 10-0	The Development of Contemporary Society

Restricted Electives

English*	8 sem. hrs.
Science	8 sem. hrs.
Electives	12 sem. hrs.

Fourth Year

Required:

Nursing	16 sem. hrs.
N. 45-1	Nursing Practicum
N. 53-2	Public Health Nursing
Electives	16 sem. hrs.

School of Publication

The programs of the School of Publication combine a maximum of general education with the minimum of technical training necessary to enable graduates to succeed in the publishing and editing of books and magazines, in journalism and publicity, in advertising, in technical writing and publishing, and in graphic and publishing arts. A sound liberal education provides the foundation for this work; to this is added instruction in the specific skills required for employment in these fields.

I. Undergraduate Programs

Two programs lead to the degree of Bachelor of Science: the Editorial Program and the Program in Graphic and Publishing Arts.

The Editorial Program

The Editorial Program consists, in the three upperclass years, of the equivalent of one year of required courses in publication, one year of courses in the student's chosen academic concentration, and one year of elective courses.

The required courses in publication provide instruction in the basic editorial skills and practices and in writing.

The academic concentration consists of a sequence of at least 32 semester hours of work in an academic field or in related academic fields. It serves two purposes, one academic and the other professional. It provides a focus for the student's academic program; it also provides a background for the student's professional career. For instance, an academic concentration in a physical science, with the required professional courses, will

*Chosen individually on the basis of previous education and placement tests.

prepare for work in the field of technical writing and publishing. A program in science and home economics prepares for the "food and shelter" magazines. A program in economics and government would be the logical choice of a student whose interest is in the newspaper. A concentration in language and literature prepares for trade-book and text-book publishing, and a program in business and economics prepares for the business-magazine field.

Some of the possible academic concentrations are listed below:

Language and/or Literature

Business and/or Economics

History and/or Government

Science and/or Home Economics

Psychology and/or Sociology

Art and History

Literature and Art

During the fourth year all students spend two weeks in field study. This study is arranged by the School, which tries to place each student in the kind of office or organization in which she aspires to work after graduation. Students work in the editorial offices of book and magazine publishers, on the staffs of specialized publications of various types, in public relations offices, in the news and editorial departments of newspapers, in the copy and production departments of advertising agencies, and in radio and television stations. Students also receive practical experience in their work on the *Simmons Review*, the alumnae-student magazine, the publication of which is a laboratory project of the School.

Programs can be arranged for students who have satisfactorily completed one or more years at other accredited colleges, provided their study has included preliminary courses which will articulate with the requirements for the degree at Simmons College. It is recommended, however, that students transfer from other colleges not later than the end of the second year.

Second Year

Required:

Publication	8 sem. hrs.
<i>Pub. 20-2</i>	Communications Media
<i>Pub. 30-1</i>	Journalism
Electives	24 sem. hrs.

Third Year

Required:

Publication	14 sem. hrs.
<i>Pub. 31-2 or</i>	Article Writing <i>or</i>
<i>Pub. 33-2</i>	Advanced Composition I

<i>Pub. 40-1</i>	Copy and Proof
<i>Pub. 41-0</i>	Editing and Publishing Techniques
<i>Pub. 42-1, 2</i>	Graphic Arts Laboratory Publication Lectures
Electives	18 sem. hrs. It is recommended that students without such training elect in the junior year a course in typewriting or a course in typewriting and shorthand.
Fourth Year	
	<i>Required:</i>
Publication	10 sem. hrs.
<i>Pub. 44-2</i>	Editing and Publishing Project
<i>Pub. 45-1</i>	Graphic Design
<i>Pub. 46-1, 2</i>	Publishing Seminar Publication Lectures Field Study
Electives	22 sem. hrs.

Program in Graphic and Publishing Arts

Through an affiliation with The Boston Museum School, a department of the Boston Museum of Fine Arts, the School of Publication offers for a limited number of students a program in the graphic and publishing arts.

This joint program is intended for students with artistic abilities and interests who wish to combine general education with art-school training to prepare themselves for art work in the field of publishing and advertising. The program consists of courses in general education and courses in the techniques of the reproduction of printed material, taken at Simmons; and fundamental and specialized art courses, taken at The Boston Museum School. The program prepares students for employment as assistant art editors, advertising and layout artists, book designers, and illustrators. By combining as it does the educational facilities of Simmons College and the Boston Museum of Fine Arts, the joint program offers the opportunity for an unusually rich and varied educational experience. To take full advantage of these facilities, programs can be arranged for individual students to satisfy a wide variety of individual interests and abilities.

Admission to the joint program is limited. Students are admitted only after interviews with the Director of the School of Publication and the Head of The Boston Museum School, who will require the submission of drawings or other art work, in order to determine the student's artistic ability and her prospects of success in the work of the program. Students may be admitted to the program only at the beginning of the second year.

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Second Year

Required:

At Simmons College

Publication

10 sem. hrs.

Pub. 20-2

Communications Media

Pub. 41-0

Editing and Publishing Techniques

Pub. 42-1, 2

Graphic Arts Laboratory

Electives

At least 6 sem. hrs.

At The Boston
Museum School

Drawing I

8 sem. hrs.

Anatomy I

6 sem. hrs.

Design Ib

2 sem. hrs.

Third Year

Required:

At Simmons College

Publication

6 sem. hrs.

Pub. 44-2

Editing and Publishing Project

Pub. 45-1

Graphic Design

Electives

22 sem. hrs.

At The Boston
Museum School

Design I

4 sem hrs.

Fourth Year

Required:

At Simmons College

Publication

4 sem. hrs.

Pub. 46-1, 2

Publishing Seminar

Electives

4 sem. hrs.

At The Boston
Museum School

24 sem. hrs. of advanced courses to be chosen in consultation with the Art Director of the program. Each student's program will contain such courses as the following:

Commercial Art

Book Design

Mechanical Drawing

Lettering

Advanced Design

Graphic Arts

Perspective

See page 100 for information on graduate programs.

School of Science

I. Undergraduate Programs*

The curriculum of the School of Science provides the student with the fundamental knowledge and techniques which are needed to attain professional competence in certain branches of science, in mathematics, in physical therapy, in orthoptics, or in medical technology.

Programs in the Fundamental Sciences

Programs of study specializing in each of the fundamental sciences—biology, chemistry, and physics—are given in detail below. They are designed to qualify students to serve on a professional level wherever science is advanced through research or applied to the problems of medicine, agriculture, or industry. In the laboratories of industry and of research institutions, universities, and hospitals, research and development work is being carried out to find solutions to problems that range from a study of the causes and nature of cancer, its control and ultimate cure, to the manufacture of a better plastic; from the nature of the nucleus of an atom or the origin of a solar system to the development of electronic circuits to be used in radio, television, computers, automatic controls, or space rockets; from the nature of the complex changes that take place in a living cell which make life possible to the prevention and cure of the common cold. Graduates who have specialized in biology, chemistry, or physics are prepared to serve in laboratories in which such work is done.

Program in Mathematics

The program of study specializing in mathematics is described in detail below. Opportunities for women to work as mathematicians have increased markedly in the past ten years. Mathematicians are needed not only in highly specialized areas but also in nearly all fields of pure and applied research. Work involving statistical methods, electronic computing, aircraft design, communication, and weather phenomena are but a few examples of the many openings for mathematicians. It is advisable that students who intend to specialize in mathematics also elect courses in basic science.

Women scientists or mathematicians with a reading knowledge of German and of French or Russian are in special demand to search the literature of science to determine and summarize what has been done in a

*Four and one-half years for the physical therapy option.

specialized field in order to prepare the way for laboratory research or for application for patents.

For those who wish to enter a graduate school as candidates for advanced degrees in science or mathematics, a program of study in one of these special fields is prerequisite. Laboratory assistantships, scholarships, and fellowships are offered by graduate schools to help able students finance such graduate study. Those interested in graduate study as a preparation for research in the field of nutrition may combine courses in biochemistry and foods with those suggested for specialization in chemistry. Those students who wish to teach in colleges and universities should specialize in a single science or mathematics and, after graduation, enroll in graduate school as candidates for the Ph.D. degree in this subject.

Program in Physical Therapy

The four-and-one-half-year program in physical therapy leads to the degree of Bachelor of Science and the Diploma in Physical Therapy. In this program Simmons College is affiliated with the Children's Hospital Medical Center, the Massachusetts General Hospital, and the Peter Bent Brigham Hospital. These hospitals, in which the physical therapy students secure their experience, are world famous for their facilities and staffs. During the final year and a half, much of the basic instruction is given at the Children's Hospital Medical Center, but the balance of the program is carefully apportioned among all affiliations. This diversity provides instruction by specialists in a wide variety of techniques; experience with patients of all ages, diagnoses, and degrees of disability; and participation with other medical personnel in stimulating and challenging activities.

Although more than enough academic credits are accumulated to meet the minimum requirements for graduation, neither the degree nor the diploma is awarded unless the final year and a half of the program has been completed with satisfactory grades. During this period courses continue through the summer, except for one month's vacation.

The program is approved by the Council on Medical Education and Hospitals of the American Medical Association. For the final year and a half students are eligible to apply to various special sources for scholarship and fellowship aid.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students that may be admitted to this program in a given year. A student may be rejected by the Director of the School of Science when she applies for admission to this program if, after medical consultation, the candidate is judged for reasons of health or emotional

stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Physical therapy is a firmly established and constantly growing profession for women. Widespread public interest in the field of rehabilitation has resulted in expanded facilities and a demand for skilled personnel. The physical therapist plays a major role in restoring physically handicapped patients of all ages to useful and productive lives. Opportunities exist in hospitals, rehabilitation centers, the military services, Veterans Administration, public health services, and the clinics of business and industrial firms. For the experienced physical therapist, excellent fellowships are available for further study in preparation for research, administration, and teaching.

Program in Orthoptics

The program in orthoptics leads to the degree of Bachelor of Science and the Diploma in Orthoptics. Simmons College is affiliated with the Massachusetts Eye and Ear Infirmary in this program. The first three years are devoted to courses taken at the College. In the fourth year the major portion of the work is given at the Infirmary, although one course must be taken at the College. Although the academic requirements in this program are met at the end of the fourth academic year, an additional period of three months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptic Council.

The need for persons trained in orthoptics to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye has grown more acute within recent years. Such professionally trained assistants greatly aid these physicians, who are specialists in the treatment of pathological conditions of the eye. Students in this program devote much of their professional education to the study of biology, physics, and mathematics.

Program in Medical Technology

The program in medical technology leads to the degree of Bachelor of Science and the Diploma in Diagnostic Laboratory Science. The fourth year is of fifty weeks duration and starts immediately after the close of the third academic year. In this program Simmons College is affiliated with the Beth Israel Hospital and the instruction in the final year is given in the laboratories and lecture halls of the Hospital by members of its staff. The program is approved by the Council on Medical Education

and Hospitals of the American Medical Association and by the American Society of Clinical Pathologists. During the final year of the program each student in satisfactory academic standing is eligible to receive a scholarship of \$600 from the Hospital.

Upon entering the School of Science, a student selects the field in which she intends to specialize. The courses which she must take to acquire professional competence in this field are listed below. By a wise selection of courses in the second-year program it is usually possible for the student who is undecided in which of two related fields to specialize to postpone her final choice until the third-year program is determined. A student who wishes to prepare for a professional objective in science for which the normal programs are unsuitable may usually arrange, in consultation with the Director of the School, a special program to meet her needs.

Specialization in Biology

Second Year

Required:

Biology 8 sem. hrs.

Biol. 23-1 Vertebrate Morphology I

Biol. 24-2 Vertebrate Morphology II

Mathematics 8 sem. hrs.

Math. 15-1 Introductory Statistics

Math. 21-2 Finite Mathematics

Chemistry 8 sem. hrs.

Chem. 31-1 Organic Chemistry

Chem. 32-2 Organic Chemistry

Electives 8 sem. hrs.

Third Year

Required:

Biology 8 sem. hrs.

Biol. 32-1 Introduction to Microbiology

Biol. 31-2 General Physiology

Chemistry 4 sem. hrs.

Chem. 25-2 Analytical Chemistry

Mathematics 8 sem. hrs.

Math. 10-1 or *Calculus I* or

Math. 12-1 Calculus I

Math. 11-2 or *Calculus II* or

Math. 13-2 Calculus II

Electives 12 sem. hrs.

Fourth Year

	<i>Required:</i>
Biology	26 sem. hrs.
<i>Biol. 41-0</i>	Biochemistry
<i>Biol. 42-2</i>	Cytology and Histology
<i>Biol. 45-1</i>	Pathogenic Bacteriology
<i>Biol. 46-2</i>	Immunology and Virology
<i>Biol. 47-1</i>	Mycology and Parasitology
<i>Biol. 51-0</i>	Seminar-Research in Biology
Electives	8 sem. hrs.

Specialization in Chemistry

Second Year

	<i>Required:</i>
Science and Mathematics	20 sem. hrs.
<i>Chem. 31-1, 32-2</i>	Organic Chemistry
<i>Phys. 10-0 or 11-0</i>	Elementary Physics or General Physics
<i>Math. 20-1, 2</i>	Calculus III
Electives	12 sem. hrs.

Third Year

	<i>Required:</i>
Chemistry	16 sem. hrs.
<i>Chem. 40-1, 41-2</i>	Physical Chemistry
<i>Chem. 44-1</i>	Qualitative Organic Chemistry
<i>Chem. 25-2</i>	Analytical Chemistry
Electives	16 sem. hrs.

Fourth Year

	<i>Required:</i>
Chemistry	16 or 18 sem. hrs.
<i>Chem. 45-1</i>	Advanced Analytical Chemistry
<i>Chem. 46-1</i>	Biochemistry
<i>Chem. 42-2</i>	Advanced Organic Chemistry
<i>Chem. 51-0</i>	Chemistry Seminar
<i>Chem. 43-2, 47-2, or 50-0</i>	Biochemistry Laboratory, or Radiation Chemistry, or Undergraduate Research Project.
Electives	14 or 16 sem. hrs.

Specialization in Mathematics*

Second Year

	<i>Required:</i>
Mathematics and Physics	16 sem. hrs.
<i>Math. 20-1</i>	Calculus III

*See School of Social Science for details of the Program in Economics and Mathematics offered jointly by the Schools of Science and Social Science but administered by the latter.

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<i>Math. 21-2</i>	Finite Mathematics
<i>Phys. 11-0</i>	General Physics
Electives	16 sem. hrs.

Third Year

	<i>Required:</i>
Mathematics	16 sem. hrs.
<i>Math. 30-1</i>	Differential Equations
<i>Math. 32-1</i> or [*]	Modern Geometry or
<i>Math. 34-1</i> [*]	Linear Algebra
<i>Math. 31-2</i>	Probability and Statistics
<i>Math. 33-2</i> or†	Applied Mathematics or
<i>Math. 35-2</i> or†	Complex Variables or
<i>Math. 41-2</i> †	Numerical Methods
	Math. Seminar
Electives	16 sem. hrs.

Fourth Year

	<i>Required:</i>
Mathematics	16 sem. hrs.
<i>Math. 40-1</i>	Introductory Modern Algebra
<i>Math. 42-1</i>	Advanced Calculus I
<i>Math. 33-2</i> or†	Applied Mathematics or
<i>Math. 35-2</i> or†	Complex Variables or
<i>Math. 41-2</i> †	Numerical Methods
<i>Math. 43-2</i>	Advanced Calculus II
	Math. Seminar
Electives	16 sem. hrs.

Specialization in Physics

Second, Third, and Fourth Years

Mathematics and Science	<i>Required:</i>
<i>Chem. 10-1, 11-2</i> or	56 sem. hrs.
<i>Chem. 12-1, 13-2</i>	General Chemistry or
<i>Math. 20-1</i>	Inorganic Chemistry
<i>Math. 30-1</i>	Calculus III
<i>Phys. 11-0</i> †	Differential Equations
<i>Phys. 21-2</i>	General Physics
<i>Phys. 23-1</i>	Electricity and Magnetism
	Mechanics
	Phys. Seminar (third and fourth years)

^{*}The student must elect one of these two courses. She may also elect the other.

†The student must elect any two of these three courses, preferably one in her junior year and the other in her senior year. She may also elect the third.

‡Not required if Physics 10-0 was taken in the first year.

	<i>Six of the following are required:</i>
<i>Phys. 33-1</i>	Optics
<i>Phys. 35-2</i>	Thermal Physics
<i>Phys. 36-1</i>	A. C. Circuits and Electronics I
<i>Phys. 37-2</i>	A. C. Circuits and Electronics II
<i>Phys. 42-1</i>	Atomic Physics
<i>Phys. 43-2</i>	Nuclear Physics
<i>Phys. 44-1</i>	Theoretical Physics I
<i>Phys. 46-2</i>	Theoretical Physics II
Electives	40 sem. hrs.

Specialization in Physical Therapy

Second Year

	<i>Required:</i>
Science	12 sem. hrs.
<i>Phys. 10-0</i>	Elementary Physics
<i>Biol. 21-2</i>	Microbiology
Psychology	8 sem. hrs.
<i>Psych. 20-1</i>	Introduction to Psychology
<i>Psych. 30-2</i>	Child Psychology

Physical Education	2 sem. hrs.
<i>Phys. Ed. 21-0</i>	Physical Education in Physical Therapy I
	Physical Therapy Orientation

Electives*	12 sem. hrs.
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Third Year

	<i>Required:</i>
Biology	8 sem. hrs.
<i>Biol. 22-1</i>	Human Anatomy
<i>Biol. 34-2</i>	Human Physiology

Physical Education	2 sem. hrs.
<i>Phys. Ed. 31-0</i>	Physical Education in Physical Therapy II

Electives*	24 sem. hrs.
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Fourth Year

These courses are taken in the final year and a half. With the exception of *Biology 49*, they are given at the affiliated hospitals.

	<i>Required:</i>
Biology	4 sem. hrs.
<i>Biol. 49-1</i>	Applied Physiology

Physical Therapy	45 sem. hrs.
<i>Phys. Th. 30-12</i>	Advanced Human Anatomy
<i>Phys. Th. 32-2</i>	Psychology of the Handicapped

*At least one semester of mathematics is strongly recommended.

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<i>Phys. Th.</i> 33-23	Orthopedic and General Surgery
<i>Phys. Th.</i> 34-3	Neurology
<i>Phys. Th.</i> 35-3	Medicine
<i>Phys. Th.</i> 36-3	Psychiatry
<i>Phys. Th.</i> 37-2	Pathology
<i>Phys. Th.</i> 39-12	Electrotherapy
<i>Phys. Th.</i> 40-1	Massage
<i>Phys. Th.</i> 41-123	Therapeutic Exercise
<i>Phys. Th.</i> 42-3	Hydrotherapy
<i>Phys. Th.</i> 43-23	Ethics and Administration
<i>Phys. Th.</i> 44-23	Clinical Practice
<i>Phys. Th.</i> 45-23	Orientation to Nursing Techniques
<i>Phys. Th.</i> 46-3	Cerebral Palsy
<i>Phys. Th.</i> 47-3	Functional Training
<i>Phys. Th.</i> 48-3	Occupational Therapy

Specialization in Orthoptics

Second Year

	<i>Required:</i>
Science	16 sem. hrs.
<i>Biol.</i> 10-0	General Biology
<i>Phys.</i> 11-0	General Physics
Psychology	8 sem. hrs.
<i>Psych.</i> 20-1	Introduction to Psychology
<i>Psych.</i> 30-2	Child Psychology
Electives	8 sem. hrs.

Third Year

	<i>Required:</i>
Biology	12 sem. hrs.
<i>Biol.</i> 22-1	Human Anatomy
<i>Biol.</i> 34-2	Human Physiology
<i>Biol.</i> 21-2	Microbiology
Electives	20 sem. hrs.

Fourth Year

The course work is given at the Massachusetts Eye and Ear Infirmary except for *Orthoptics* 43, at the Harvard Medical School, and the elective, at Simmons College.

	<i>Required:</i>
Orthoptics	28 sem. hrs.
<i>Orth.</i> 43-0	Physiological Optics
<i>Orth.</i> 47-0	Orthoptics
Electives	4 sem. hrs.

Specialization in Medical Technology

Second Year

Required:

Science and Mathematics	24 sem. hrs.
Chem. 31-1, 32-2	Organic Chemistry
Biol. 21-2	Microbiology
Biol. 22-1	Human Anatomy
Math. 10-1, 11-2 or	Calculus I, II or
Math. 12-1, 13-2	Calculus I, II
Electives	8 sem. hrs.

Third Year

Required:

Science	12 sem. hrs.
Biol. 34-2	Human Physiology
Biol. 47-1	Mycology and Parasitology
Chem. 25-2	Analytical Chemistry
Electives	20 sem. hrs.

Fourth Year

These courses are taken at the Beth Israel Hospital in the twelve months immediately following the close of the third academic year.

Required:

Medical Technology	32 sem. hrs.
Med. Tech. 40-0	Clinical Chemistry
Med. Tech. 41-2	Blood Grouping and Banking
Med. Tech. 42-0	Medical Bacteriology
Med. Tech. 43-1	Histologic Techniques
Med. Tech. 45-0	General Diagnostic Methods

II. Diploma Programs for College Graduates

One-Year Program in Medical Technology.

One-and-one-half Year Program in Physical Therapy.

One-Year Program in Orthoptics.

See Graduate Section, page 100.

School of Social Science

I. Undergraduate Programs

The programs offered by the School of Social Science are designed to provide the student with (1) a broad general education, oriented toward the social sciences, and (2) either basic professional training in one of the areas of social science, or preparation for graduate study in the social sciences or education.

The School offers four basic programs, each leading to the degree of Bachelor of Science. These are: governmental affairs, economics, community work, and psychological measurements. In addition, the School administers a program in Economics and Mathematics. Students are encouraged also to check the catalogue for the program in Finance administered by the School of Business Administration.

Each of these programs may be utilized as preparation for graduate study in the respective field of concentration or in one of the related social sciences. Students who have this objective should plan their programs carefully with the assistance of the Director and their adviser.

The typing requirement for the School of Social Science will be met by passing a test administered by the School of Business Administration in September, or by the satisfactory completion of Business 21. This course is normally taken in the second year.

Program in Community Work

The program in community work is designed as preparation for graduate schools of social work and as preparation for positions in the field of social welfare where only a baccalaureate degree is required for entrance.

Students who plan careers in professional social work should plan to do graduate study in that field. Those who plan to work in related fields or who plan to work between their periods of undergraduate and graduate study can plan their undergraduate programs accordingly. Recent graduates have been employed by the Red Cross, youth or recreation organizations, and public welfare agencies.

Second, Third, and Fourth Years

	<i>Required:</i>
Economics	8 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
Mathematics	4 sem. hrs.
<i>Math. 15-1, 2</i>	Introductory Statistics

Government	8 sem. hrs.
Sociology	16 sem. hrs.
<i>Soc. 20-1, 2</i>	Introduction to Sociology
<i>Soc. 40-1</i>	Introduction to Fields of Social Work
<i>Soc. 31-2</i>	The Family
History	8 sem. hrs.
Psychology	12 sem. hrs.
Electives	40 sem. hrs.

Field Work is required in this program and may be completed by approved participation in supervised volunteer service or in appropriate summer employment.

Program in Economics

The program in Economics is designed as preparation for positions in government and industry, involving analytical work of an economic nature, such as in the fields of prices, product or labor markets. Students who take the Economics Program will prepare for graduate study in Economics or government work. Students are referred also to Economic-Mathematics Program, below, and to Finance Major, offered jointly with the School of Business Administration, page 54.

Second, Third, and Fourth Years

	<i>Required:</i>
Economics	32 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
<i>Ec. 32-2</i>	Economic and Social Statistics
Mathematics	4 sem. hrs.
<i>Math. 15-1, 2</i>	Introductory Statistics
Restricted Electives	16 sem. hrs.
	Government, History, Sociology, and certain courses in Mathematics and Business Administration
Electives	44 sem. hrs.

Program in Economics and Mathematics

This program offered jointly with the School of Science consists of a planned combination of courses in descriptive economics, micro- and macro-economic theory, and economic statistical methods with appropriate areas in pure and applied mathematics and mathematical programming, directed toward research in production, marketing and finance.

Students trained in this program will find employment in the broad areas of economic and business research, planning and management, with such institutions as governments, banks, insurance companies and the research and development programs of industrial corporations or private consulting firms.

**Second, Third, and
Fourth Years**

	<i>Required:</i>
Economics	20 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
<i>Ec. 32-2</i>	Economic and Social Statistics
<i>Ec. 35-2</i>	Money and Banking
<i>Ec. 41-2</i>	Intermediate Economic Theory
Mathematics	24 sem. hrs.
<i>Math. 15-1, 2</i>	Introductory Statistics
<i>Math. 10-1, 11-2 or</i>	Calculus I, II <i>or</i>
<i>Math. 12-1, 13-2</i>	Calculus I, II
<i>Math. 21-2</i>	Finite Mathematics
<i>Math. 34-1</i>	Linear Algebra
<i>Math. 20-1, 2 or</i>	Calculus III <i>or</i>
<i>Math. 31-2 or</i>	Probability and Statistics <i>or</i>
<i>Math. 41-2</i>	Numerical Methods
Electives	52 sem. hrs.

Program in Governmental Affairs

The program in governmental affairs is designed to lead to employment in administration of Federal, state and local government. In the senior year students generally take Federal Civil Service Entrance Examinations, and those of states or municipalities in which they are interested.

**Second, Third, and
Fourth Years**

	<i>Required:</i>
Economics	8 sem. hrs.
<i>Ec. 20-0</i>	Contemporary Economic Society
Mathematics	4 sem. hrs.
<i>Math. 15-1, 2</i>	Introductory Statistics
Government	28 sem. hrs.
<i>Gov. 23-1 or</i>	Classical and Early Modern Political Theory <i>or</i>
<i>Gov. 24-2</i>	Political Theory During the Last Two Centuries
<i>Gov. 21-1 or</i>	Government in the United States—Federal System <i>or</i>
<i>Gov. 22-2</i>	Government in the United States—Urban and State Politics
Electives	20 sem. hrs.

History	8 sem. hrs.
Electives	48 sem. hrs.

Programs in Psychological Measurement*

The programs in psychological measurement are designed to prepare graduates for positions in guidance work, as test technicians, as research assistants in hospitals and clinics, or as research assistants in industry where human engineering problems are being studied.

Program A Specialization in Guidance and Psychometric Work

Second, Third, and Fourth Years

	<i>Required:</i>
Psychology (including Statistics)	28 sem. hrs.
Psych. 20-1, 2	Introduction to Psychology
Psych. 30-1, 2 or	Child Psychology <i>or</i>
Psych. 31-1, 2	The Psychology of Adjustment
Psych. 40-1, 2	Social Psychology
Psych. 41-1	Principles of Psychological Measurement
Psych. 42-2 or	Seminar in Clinical Psychology <i>or</i>
Psych. 43-1, 2	Personality Theory
Math. 15-1, 2	Introductory Statistics
Psych. 35-2	Statistics and Experimental Design
Sociology	8 sem. hrs.
Social Science and Philosophy	16 sem. hrs.
Electives	44 sem. hrs.

Program B Specialization in Hospital Clinical Research

Second, Third, and Fourth Years

	<i>Required:</i>
Psychology (including Statistics)	44 sem. hrs.
Psych. 20-1, 2	Introduction to Psychology
Psych. 30-1, 2 or	Child Psychology <i>or</i>
Psych. 31-1, 2	The Psychology of Adjustment
Psych. 32-2	Physiological Psychology
Psych. 34-1, 2	Experimental Psychology
Math. 15-1, 2	Introductory Statistics
Psych. 35-2	Statistics and Experimental Design
Psych. 40-1, 2	Social Psychology

*The programs assume the completion of 8 semester hours of biology in the first year.

<i>Psych.</i> 41-1	Principles of Psychological Measurement
<i>Psych.</i> 42-2 or	Seminar in Clinical Psychology <i>or</i>
<i>Psych.</i> 43-1, 2	Personality Theory
<i>Psych.</i> 50-1, 51-2	Psychological Field Work
Biology	4 sem. hrs.
<i>Biol.</i> 25-1	The Human Nervous System
Sociology	8 sem. hrs.
Electives	40 sem. hrs.

Program C Specialization in Industrial Human Factors Research

This program is especially suited for the student who wishes to combine psychology and mathematics.

Second, Third, and Fourth Years

	<i>Required:</i>
Psychology (including Statistics)	40 sem. hrs.
<i>Psych.</i> 20-1, 2	Introduction to Psychology
<i>Psych.</i> 30-1, 2 or	Child Psychology <i>or</i>
<i>Psych.</i> 31-1, 2	The Psychology of Adjustment
<i>Psych.</i> 32-2	Physiological Psychology
<i>Psych.</i> 34-1, 2	Experimental Psychology
<i>Math.</i> 15-1, 2	Introductory Statistics
<i>Psych.</i> 35-2	Statistics and Experimental Design
<i>Psych.</i> 40-1, 2	Social Psychology
<i>Psych.</i> 41-1	Principles of Psychological Measurement
<i>Psych.</i> 50-1, 51-2	Psychological Field Work
Biology	4 sem. hrs.
<i>Biol.</i> 25-1	The Human Nervous System
Mathematics	20 sem. hrs.
<i>Math.</i> 21-2	Finite Mathematics
<i>Math.</i> 34-1	Linear Algebra
	Elected from the following group:
	12 sem. hrs.
<i>Math.</i> 20-1, 2	Calculus III
<i>Math.</i> 30-1	Differential Equations
<i>Math.</i> 31-2	Probability and Statistics
<i>Math.</i> 33-2	Applied Mathematics
<i>Math.</i> 35-2	Complex Variables
<i>Math.</i> 41-2	Numerical Methods
Sociology	4 sem. hrs.
Electives	28 sem. hrs.

The "Washington Semester"

The School of Social Science participates in the "Washington Semester" of the American University in Washington, D. C. Each year a limited number of qualified juniors may study government, public affairs, and international relations for one semester with a group of students selected from participating colleges all over the country. The program consists of a seminar, which meets weekly to question government officials and to discuss previous meetings; a project, begun before the Washington Semester, in the form of a supervised individual study utilizing the research facilities and personal contacts uniquely available in Washington; and two or three courses selected in advance to supplement the student's program at Simmons College. Ordinarily the student will go to American University in the first semester of her junior year; she must discuss plans for the Washington Semester with her adviser early in the sophomore year. This plan will particularly interest students who may wish to work in a government agency after graduation.

II. Graduate Programs Leading to a Diploma

School of Business Administration

The School offers a one-year program for graduates of approved colleges whose education has been chiefly academic. The program permits concentrated study in business administration and leads to the Diploma in Business Administration. A total of thirty-two semester hours of work is required, of which twenty-four semester hours must be taken in the field of business administration. The program of each student is planned in consultation with the Director of the School, and may include any business administration course for which prerequisites are satisfied. A typical program might include such courses as the following:

Business Administration	24 sem. hrs.
<i>B. Ad. 24-1</i>	Foundations of Business Administration
<i>B. Ad. 36-1</i>	Analysis of Business Data
<i>B. Ad. 38-1</i>	Legal Aspects of Business
<i>B. Ad. 34-1, 2</i>	Business Communications
<i>B. Ad. 31a-0 and/or</i>	
<i>31b-0</i>	Shorthand <i>and/or</i> Typewriting
Electives	8 sem. hrs.

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to specialize in retailing may select, in consultation with the Director, specialized courses in retailing. Such a program would include most of the business administration courses required of undergraduates.

School of Publication

This one-year program offers to graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing and publishing. The program of each student is planned in consultation with the Director of the School. Candidates who satisfactorily complete such a program are eligible for the Diploma in Publication.

A typical one-year program includes the following courses:

Publication	24 sem. hrs.
<i>Pub. 20-2</i>	Communications Media
<i>Pub. 40-1</i>	Copy and Proof
<i>Pub. 41-0</i>	Editing and Publishing Techniques
<i>Pub. 42-1, 2</i>	Graphic Arts Laboratory
<i>Pub. 44-2</i>	Editing and Publishing Techniques
<i>Pub. 45-1</i>	Graphic Arts Laboratory
<i>Pub. 46-1, 2</i>	Publishing Seminar
	Publication Lectures
	Field Study
Electives	8 sem. hrs.

School of Science

One-Year Program in Medical Technology*

A few college graduates who have had sufficient training in science may be admitted to the final year of the undergraduate program in medical technology. Such students are eligible for the Diploma in Diagnostic Laboratory Science upon the satisfactory completion of the program.

One-Year Program in Orthoptics†

A limited number of qualified college graduates may be admitted to the final year of the undergraduate program in orthoptics if they have had sufficient training in science. The Diploma in Orthoptics is awarded upon the satisfactory completion of the program.

*See undergraduate programs, page 93, for details.

†See undergraduate programs, page 92, for details.

One-and-One-Half-Year Program in Physical Therapy*

Properly qualified college graduates may be admitted to the final year and a half of the undergraduate program in physical therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer eight semester hours each in general biology, physics, and chemistry, and four each in anatomy and physiology. Applicants should have completed twelve semester hours in the social sciences, including at least six in psychology.

Further information about these programs may be obtained from the Registrar of the College.

III. Graduate Programs Leading to the Degree of Master of Science

The Graduate Division

Programs leading to the degree of Master of Science are offered in the Schools of Education, Home Economics, Library Science and Social Work to properly qualified graduates of accredited colleges.

The programs in library science and social work are open to men who meet the admission requirements.

Applicants for admission to the graduate programs in home economics, library science and in social work should apply to the director of the school concerned.

Summer Courses

Summer courses for graduate students are offered by the Schools of Education, Home Economics, and Library Science as stated in the sections devoted to these schools.

School of Education

Program in Urban Youth Teacher Preparation

Beginning in September, 1965, the School of Education will offer an Urban Youth Teacher Preparation Program leading to the degree of Master of Science. Initially this program will be offered only to students in Continuing Education.

*See undergraduate programs, page 91, for details.

Summer Institutes

During the summer of 1965, an institute for high school teachers of chemistry, supported by a grant from the National Science Foundation, will be offered. Participants in this institute who enroll for credit and pass the course(s) with a satisfactory grade will be granted graduate academic credit.* An institute for secondary school teachers of English, supported by the U.S. Office of Education, will also be offered. Credit for this work is not applicable to a degree program at Simmons College.

School of Home Economics

Program in Home Economics Education

The graduate program in Home Economics Education, leading to the Master of Science degree, is designed especially for teachers, although others meeting admission requirements may be accepted. The plan for the degree program includes a minimum of thirty-eight semester hours, four to eight of which may be devoted to a thesis. The equivalent of one academic year (thirty-two semester hours) must be completed at Simmons College. The maximum load is ordinarily eight semester hours per summer. Graduate courses, carrying either two or four semester hours' credit, are offered in the evening during each semester of the academic year. Six semester hours of graduate study may be completed in a school of education during the academic year or summer session. Preliminary approval for this study should be secured from the Director of the School of Home Economics, who will supply application forms for transfer credit upon request. All requirements for the degree must be completed within a period of eight years. In planning individual programs, consideration is given to previous preparation, experience, and interests of the student.

Requirements for Admission

A baccalaureate degree in home economics from an accredited college is required for admission. College work should have included a minimum of one year, or thirty-two semester hours, in home economics. In certain circumstances, applicants whose undergraduate preparation has been in fields other than home economics may be considered. Additional work is then required to make up for undergraduate deficiencies, the specific courses and total credits being determined individually.

Requirements for the Degree of Master of Science

1. Recommendation for degree candidacy is customarily made after the satisfactory completion of sixteen semester hours of work.
2. Home Economics S 99, Orientation to Home Economics, is required

*The rules governing degree candidacy are stated on page 172.

of all students before they are admitted to degree candidacy.

3. Areas of Study	Semester Hours
a. Professional Education	6
b. Home Economics Education	8
c. 4 semester hours in each of the following areas:	
(1) Art, Textiles, Clothing	
(2) Foods and Nutrition	
(3) Family Living and Child Development	
(4) Family Economics, Home Management and Equipment	16
d. Remainder selected from field of major interest or need.	8
TOTAL	<u>38</u>

4. Graduate students are expected to maintain an average academic record of B- or better.

Application

All applications with supporting documents should be filed by June 1 for admission to the summer session; by September 15, for admission to first semester courses; and by January 15, for admission to second semester courses. Application forms and bulletins of information, including course descriptions, may be obtained from the Director of the School of Home Economics.

School of Library Science

The School of Library Science offers a professional program for qualified college graduates, both men and women. This program is fully accredited by the Committee on Accreditation of the American Library Association, and leads to the degree of Master of Science on the completion of thirty-six semester hours of graduate courses, at least thirty-two semester hours of which must be taken at Simmons College.*

The library profession affords a broad range of opportunities in differing specializations and types of libraries—opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the School of Library Science, in its program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries,

*The rules governing degree candidacy are stated on page 172.

and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

While a general education is an essential foundation for the study of library science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

Candidates for admission to the graduate program must offer assurance of capacity for graduate work, as well as professional aptitude. Applicants must hold a baccalaureate degree in the liberal arts or sciences from a recognized college or university and are expected to have achieved at least a B— average in their undergraduate preparation. Students who have a major in a field which is appropriate for special library service, such as art, music, law, or business, but who do not have all the usual liberal arts prerequisites may be admitted, provided they evidence capacity for special librarianship and meet the appropriate language requirements. A reading knowledge of at least one foreign language is required of all students in the School. Whenever undergraduate education appears to be deficient, applicants may be required to take additional courses preliminary to candidacy for the degree of Master of Science.

The School welcomes applications for admission to the graduate program from those holding the baccalaureate degree from Simmons College in another professional field, provided that the undergraduate specialization is related to an appropriate area of library service. Preparation for graduate study in librarianship may occur within the context of several of the undergraduate schools of the College, particularly in the case of a student having a specialized career objective in the library field.

Application for admission to the graduate program is made on a form obtained from the Director of Students of the School of Library Science. A \$15 application fee, official transcripts of the college record and a statement of graduation, a satisfactory report of health on forms provided by the College, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the graduate program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications cannot be received later than June 1 for the 1965 summer session, September 1 for the autumn 1965 session, and January 5 for the February 1966 session. Applications which are filed after the above deadlines will be set aside and considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until after *all required supporting credentials*, including the health certificate, have been received. Accordingly, the College cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

While it is usually desirable for those who wish to study on a full-time basis to enter the School either in the September semester or the summer session, full-time programs can also be arranged for those who wish to enter in February. Part-time students may enter in the September or February semester, or the summer session.

For the convenience of part-time students who are working in neighboring libraries, and continuing education students, classes are offered in the late afternoon, evenings, and on Saturday mornings, in addition to the regular schedule. Admission requirements and instructional standards are identical to those of the regular schedule. Information about off-hour courses currently offered is available upon request to the Director of Students of the School. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The *Graduate Bulletin* of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, et cetera, and should be consulted by those contemplating graduate study in library science at Simmons College. Copies of the *Graduate Bulletin*, schedule of evening and Saturday classes, summer session announcement, and application forms may be obtained from the Director of Students of the School of Library Science.

School of Social Work

The School of Social Work, located at 51 Commonwealth Avenue, Boston, offers a two-year graduate program preparing qualified men and women for the professional practice of social work, with particular competence in the application of the social case work method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of

social work, integrated and balanced in such a way as to enable them to function successfully in beginning social work positions and to continue to grow in ability and responsibility in future practice.

The School program includes learnings acquired through both classroom and field work instruction in Human Growth and Behavior, Social Services, Social Work Methods, and Social Work Practice. Such learnings are derived from social work itself and from the related fields of medicine, psychiatry, and the social sciences. Emphasis in both years is placed on the values system of social work, the conceptual basis for social work practice, and the various methods social workers use in rendering services to people. Classroom content is reinforced, supplemented, and tested out through the student's concurrent experience in carrying out social case work responsibilities in community social agencies and institutions selected as training centers.

The School, in cooperation with the Placement Office of Simmons College, assists in the placement of its graduates.

Admission. The admission policy of the School is based on the following requirements:

1. Graduation from an accredited college.
2. Undergraduate work in the social sciences designed to provide applicants with some familiarity with American society and its institutions and some knowledge of human beings and their behavior.
3. Evidence of the applicant's intellectual capacity to carry classroom work at a graduate level.
4. Evidence of the applicant's personal qualifications for social work. Such evidence is expected to indicate (a) that the applicant has explored the field of social work and social work education with some persistence, intelligence, discrimination, and satisfaction; and (b) that the applicant is able to relate successfully to other people.

Degree. Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 173 entitled "The Degree of Master of Science.")

A catalogue giving more detailed information may be obtained by writing to the Director, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston 02116.



Courses of Instruction

The requirements for each year in the various programs are shown on the preceding pages in the outlines of the programs in each school. Any changes in the courses listed, which may seem advisable because of the varying objectives of the students, are subject to the approval of the director of the school in which the student is enrolled. It must be understood that the College reserves the right to make changes in the courses announced or to omit any course for which there is insufficient enrollment.

A course which occupies a fourth of the full-time effort of a student for one year, irrespective of the actual number of class exercises, is assigned

credit of eight semester hours. A course which occupies a smaller fraction of a student's effort is assigned credit in the same ratio. A class period occupies forty-five minutes.

In the course numbers the digit following the dash indicates the half-year during which the course is given. The 0 indicates a course given for the full college year, the 1 and 2 indicate first and second half-years. An S preceding the course number indicates a summer course.

Art History

Art 15-1, 16-2 Fundamentals of Design, Drawing, and Painting

4 or 8 sem. hrs. An introductory course for students with little or no experience in the practice of art. Basic two- and three-dimensional design. Enrollment: limited. Materials and technique of drawing and painting. *Mr. Lustig.*

Art Hist. 20-1, 2 Introduction to the Visual Arts

4 sem. hrs. Close study of a small group of works of painting, sculpture, and architecture representing several major phases of Western culture from ancient Greece to contemporary Europe and America. *Mr. Carpenter* and assistants.

Art Hist.21-1 Art of the Italian Renaissance

4 sem. hrs. Painting, sculpture, and architecture in Italy during the fifteenth and sixteenth centuries. Emphasis on such major figures as Donatello, Leonardo da Vinci, and Michelangelo. *Mr. Carpenter.*

Art Hist. 22-1 Arts of the Far East

4 sem. hrs. The Asiatic tradition from pre-Buddhist sculpture in India to painting in modern Japan. The great periods of China—Han, T'ang, and Sung—and landscape painting in Japan. One hour weekly in the Asiatic division of the Museum of Fine Arts for direct study of original material. *Mr. Bush.*

[Art Hist. 23-2 Art in Europe and America, 1750-1900

4 sem. hrs. Painting, sculpture, and architecture from the neoclassical movement of the late eighteenth century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh in Europe and Homer, Inness, and Eakins in America.
Not offered in 1965-66.]

Art. Hist. 24-1, 2 Twentieth Century Art in Europe and America

4 sem. hrs. Painting, sculpture, and architecture in Europe and America from the Fauve and Cubist movements in Europe to contemporary abstract art. Emphasis on such major figures as Picasso, Matisse, and Le Corbusier in Europe and on such recent American artists as Pollock, de Kooning, and Calder. *Mr. Lustig.*

Art Hist. 26-2 Baroque and Rococo Art in Europe

4 sem. hrs.

European art from the Counter Reformation to the French Revolution. Emphasis on such major seventeenth century artists as Caravaggio, Bernini, Rubens, Rembrandt, and Velásquez. *Mr. Carpenter.*

Art Hist. 27-2 The Art of Classical Antiquity

4 sem. hrs.

Painting, sculpture, and architecture in Mediterranean culture from the Minoan period to the decline of the Roman Empire. Emphasis on Greek art of the archaic and classical periods. *Mr. Carpenter.*

Art Hist. 28-2 The Indian Arts of America

4 sem. hrs.

A preliminary study of ethnic origins followed by the pre-Hispanic arts of the Central Valley of Mexico, Central America, and the Andean regions. Emphasis on Olmec, Toltec, Mayan, Aztec, and pre-Incan cultures and on North American material in the collections of Denmark. *Mr. Bush.*

Proseminars in art history are undergraduate seminars not intended for specialists. Their purpose is three-fold. They offer the student with some preliminary knowledge of a particular field an opportunity to extend that knowledge, they permit her to work in a small group, and they allow her to assume a more active role in the study of art history than is normally possible in a lecture course. Students will prepare papers under the guidance of the instructor and present them to the seminar for discussion.

[Art Hist. 31-1 Proseminar in Sixteenth and Seventeenth Century Painting

4 sem. hrs.

Prereq.: consultation
with the instructor

Not offered in 1965-66.]

Art Hist. 32-2 Proseminar in the Art of India

4 sem. hrs.

Mr. Bush.

Prereq.: consultation
with the instructor

Art Hist. 33-1 Proseminar in the Art of Michelangelo

4 sem. hrs.

Mr. Carpenter.

Prereq.: consultation
with the instructor

[Art Hist. 34-2 Proseminar in Twentieth Century Art

4 sem. hrs.

Prereq.: consultation
with the instructor
Not offered in 1965-66.]

Biology

Biol. 10-0 General Biology

8 sem. hrs.

Fundamentals of structure, general biological laws, and theories about living organisms. The development of various aspects of theoretical biology and their application to individuals, populations, and species; the life of populations and communities; and the history, science, and philosophy of evolution, with emphasis on the evolution of man. Details of cell, tissue, and system biology. Laboratory work (both plant and animal) emphasizes the modern knowledge of biophysics and biochemistry. This course or its equivalent is a prerequisite for all other courses offered by the Department of Biology. *Mr. Solinger, Mr. Tuttle, Miss Willson, Mrs. Finkelstein.*

Biol. 21-2 Microbiology

4 sem. hrs.

Prereq.: Biol. 10 and at least one year of college chemistry

The nature and types of microorganisms, the methods of effective microbial control, and theoretical and practical immunology. Detailed study of the microorganisms causing important human diseases. *Miss Coghlan, Mrs. Katz.*

Biol. 22-1 Human Anatomy

4 sem. hrs.

Prereq.: Biol. 10

Principles of structure of the human body, both gross and microscopic, together with an elementary presentation of human embryology. Laboratory work includes the dissection of the cat as a typical mammal. *Mr. Shepro.*

Biol. 23-1 Vertebrate Morphology I

4 sem. hrs.

Prereq.: Biol. 10

The evolution of vertebrates as seen in comparative anatomy. Emphasis on gross anatomy. *Mr. Shepro.*

Biol. 24-2 Vertebrate Morphology II

4 sem. hrs.

Prereq.: Biol. 23

A continuation of *Biology 23* with emphasis on micro and developmental anatomy. *Mr. Shepro.*

Biol. 25-1 The Human Nervous System

4 sem. hrs.

Prereq.: Biol. 10

A discussion of the fundamental structure, development, and function of the human nervous system. *Mr. Richardson.*

Biol. 31-2 General Physiology

4 sem. hrs.

Prereq.: Biol. 10 and Chem. 32

The nature and present status of the basic problems and methods of physiology, with emphasis on the principles of physiology common to most organisms and the general phenomena of life which have been successfully analyzed in physicochemical terms. *Mr. Solinger.*

Biol. 32-1 Introduction to Microbiology

4 sem. hrs.

Prereq.: Biol. 10
and Chem. 32

Introduction to microorganisms with special emphasis on the bacteria. Aspects of bacterial cytology, nutrition, metabolism, immunology, and genetics are stressed. Laboratory work includes systematic study of bacteria, quantitative methods, and control of microbial populations. *Miss Coghlan.*

Biol. 34-2 Human Physiology

4 sem. hrs.

Prereq.: Biol. 22 and at
least one year of
college chemistry

Fundamental facts of physiology, its principles and modes of reasoning, together with certain clinical applications. Physiology of the human body considered in detail. The laboratory includes individual work on contractile and nerve tissues, circulation, respiration, and sense organs. *Miss Weiant.*

[Biol. 40-0 Experimental Biology]

4 sem. hrs.

Prereq.: consent of the
Chairman of the
Department
Not offered in 1965-66.]

Open to fourth-year students in the School of Education specializing in the secondary school teaching of biology.

Biol. 41-0 Biochemistry

8 sem. hrs.

Prereq.: Biol. 31,
Chem. 32 and Chem. 25

The chemical processes that take place not only in animals, but also in plants and microorganisms; the composition of protoplasm and the intricate biochemical reactions by which it is formed, broken down, and enabled to function; and the principles of physical and organic chemistry upon which biochemistry as such is based. Topics covered include proteins, enzymes, nucleic acids, biological oxidation, the intermediate and general aspects of metabolism. The laboratory is used to study principles discussed in lectures, and the application of modern instrumental analysis in biochemical procedures. *Mr. Richardson, Miss Weiant.*

Biol. 42-2 Cytology and Histology

4 sem. hrs.

Prereq.: Biol. 24

The microscopic structure of the cell, cellular organization, and tissues, with emphasis on the relationship of structure to function. Laboratory exercises include training in microscopy and in cytological, histological, and histochemical techniques. *Mr. Shepro.*

Biol. 45-1 Pathogenic Bacteriology

4 sem. hrs.

Prereq.: Biol. 32
or the equivalent

Principles and methods of isolating and identifying bacterial pathogens; a consideration of their characteristics as associated with disease processes; host-parasite interrelationships and epidemiology. For fourth-year students specializing in biology and others with consent of the Chairman of the Department. *Mr. Girard.*

Biol. 46-2 Immunology and Virology

4 sem. hrs.

Prereq.: Biol. 45

A discussion of the basic nature of antigens, antibodies, and their reactions, with application of theory and techniques to biological

problems. Second half of the course devoted to a study of the nature of viruses, their cultivation, serologic properties and use as research tools. *Miss Coghlan, Dr. Low.*

Biol. 47-1 Mycology and Parasitology

4 sem. hrs.

Prereq.: Biol. 32

Systematic study of fungi as they illustrate basic concepts of structural, physiological, genetic, and evolutionary principles in biology. Animal parasites, their nature, interaction with their hosts, and life cycles. *Miss Coghlan.*

Biol. 49-1 Applied Physiology

4 sem. hrs.

Prereq.: Biol. 34
or the equivalent

An advanced course designed especially for physical therapy students which presupposes a general knowledge of human physiology; emphasizing biomechanics, peripheral circulation, peripheral nerve and muscle physiology, local and general responses to temperature, radiation, and exercises. Laboratory work in experimental procedure, and demonstrations illustrating the physiological responses to physical agents and their measurement. *Miss Weiant.*

Biol. 51-0 Seminar-Research in Biology

2 sem. hrs.

Required of all fourth-year students specializing in biology. Third-year students are welcome and urged to attend. Talks given whenever possible by distinguished scientists from other institutions. Selection of a modest research project and preliminary search of the scientific literature, followed by the necessary experimental work required for the solution of the problem. Members of the Department.

Business Administration

B.Ad. 20-1 Principles of Accounting

4 sem. hrs.

Current and recommended concepts of accounting principles and practices. The individual proprietorship. Major emphasis on managerial control and decision making. Topics include: financial statements and their interrelationships; accounting cycles; adjusting, closing and reversing processes; work sheets, special journals, theory, classification, analysis and interpretation of accounts. *Mr. Parente.*

B.Ad. 21-1, 2 Personal-Use Typewriting

2 sem. hrs.

Enrollment: limited to students with no previous instruction in typewriting

Development of basic personal-use skill in typewriting. Students receiving credit for this course may then earn only two additional semester hours of credit if they later complete *B.Ad. 31b-2*. Students for whom the course is required may be exempt by passing a placement test administered in the spring. *Miss McKenna, Mr. Moran.*

B.Ad. 24-1 Foundations of Business Administration

4 sem. hrs.

A general understanding of the functions of the business world; the basic activities of production, marketing, and finance; the role of competition in the private enterprise system; meetings with Greater Boston businessmen to discuss their specialized areas of the business world; films, field trips, and case studies. *Mr. Murray.*

B.Ad. 25-2 Intermediate Accounting

4 sem. hrs.

Prereq.: B.Ad. 20

A logical continuation of accounting. The partnership and corporate forms of business organizations. Payrolls and taxes. Partnership organization, operation, and dissolution. Corporation formation, capital stock transactions, dividends, retained earnings. Statement analysis and evaluation. *Mr. Parente.*

B.Ad. 31a-0 Shorthand

4 sem. hrs.

Enrollment: limited to students in the Schools of Business Administration and Publication
Completion of full year required for credit.

Basic secretarial skill: development of Gregg shorthand theory and dictation; transcription on the typewriter. Placement test in shorthand is required of all students with previous training in shorthand. To be taken with *B.Ad. 31b-0*, unless student has passed the typewriting proficiency test, or *B.Ad. 31b-0*. *Miss McKenna, Mr. Moran.*

B.Ad. 31b-0 Typewriting

4 sem. hrs.

Enrollment: limited to students in the Schools of Business Administration and Publication
Completion of full year required for credit.

Basic secretarial skill: introduction to the keyboard; development of typewriting facility; problems in office typewriting. Placement test in typewriting is required of all students with previous training. Students who do not plan to take *Business Administration 41* will be placed in a special section of the class during the second semester. *Miss McKenna, Mr. Moran.*

B.Ad. 34-1, 2 Business Communications

4 sem. hrs.

Prereq.: typewriting ability

Theoretical and practical applications of communications principles. Oral and written expression to accomplish human relations objectives necessary for success in working with and in influencing other persons. Principles developed in a business setting with cases involving the writing of business letters, reports, news-letters, and memoranda; and the conducting of conferences, interviews, platform speeches, and other forms of oral communication. *Miss McKenna, Mr. Baldwin.*

B.Ad. 36-1 Analysis of Business Data

4 sem. hrs.

Analytic, interpretative, inferential approach to statistical data as applied to business problems. Data collection and classification. Sampling probability and related decision policies. Measures of central tendency, dispersion, confidence intervals and coefficients. Index numbers, correlation and regression analysis. Group and individual projects on a self-selection basis. *Mr. Parente.*

B.Ad. 38-1 Legal Aspects of Business

4 sem. hrs.

Legal principles, obligations, and rights as related to the conduct of business and industry. Law as an agency of social control. Analysis of contracts, agency, sales, negotiable instruments, and financial institutions. *Mr. Parente.*

B.Ad. 41-1 Advanced Shorthand and Typewriting

4 sem. hrs.

Prereq.: B.Ad. 31a, 31b

Systematic practice in writing shorthand, with special emphasis on the acquisition of a broad shorthand vocabulary and the ability to transcribe according to business standards. Development of competence in office-style typewriting. *Miss McKenna.*

B.Ad. 42-2 Office Procedures

4 sem. hrs.

*Prereq.: typewriting
ability equivalent
to B.Ad. 31b*

Advanced problems in modern office procedures and machines with emphasis on efficient planning of material to produce a volume of high-grade work. Refinement of secretarial skills. Case discussions on principles of human relations and office ethics. Demonstrations of office machines. Field trips to business offices. *Miss McKenna.*

B.Ad. 45-2 Modern Business Management

4 sem. hrs.

Enrollment: limited to Business Administration students and to certain students in the School of Home Economics.

Management as science and art. Study of classical and contemporary organizational theory and practice with special reference to the contributions of the behavioral sciences. Investigation of the several roles of the administrator with objective of enabling students to construct a personal administrative philosophy. Readings and cases. *Mr. Murray.*

B.Ad. 46-2 Medical Terminology and Transcription

4 sem. hrs.

Prereq.: B.Ad. 41

Students in this course are exempt from the section of *Business Administration 42* devoted to refinement of secretarial skills.

Analysis of medical terms on the basis of affixes, suffixes, and roots; development of Gregg Simplified shorthand outlines for medical terms; development of transcription and skill through dictation of hospital case histories. *Mr. Moran.*

B.Ad. 50-2 Advertising Policies and Methods

4 sem. hrs.

The nature and purpose of advertising; its place in our business and economic structure with special emphasis on current trends, analyses of the component parts of an advertisement, varieties of media, case analysis, copy testing, market research, and campaign planning. *Mr. Murray.*

B.Ad. 51-2 Personal Finance

4 sem. hrs.

A non-technical discussion course providing practical help in managing personal money matters, budgeting and savings, buying property, life, and other forms of insurance, owning and financing a home, investing in stocks, bonds, and other securities, bank services, credit facilities. Budget treated both as a mechanical instrument and as a means of expressing the priorities of personal values. Role of the wife in financial matters. Cases. *Mr. Murray.*

B.Ad. 52-1 Marketing

4 sem. hrs.

Management and marketing, market research, the marketing mix, channels of distribution, demand, cost and profit analyses, product development, promotion, pricing, selling and the sales force, advertising, the role of marketing and the marketer in American business. Case method of instruction. *Mr. Murray.*

B.Ad. 53-2, [54-1] Retail Merchandising

8 sem. hrs.

Prereq.: B.Ad. 55

Course begins during the second semester of the junior year; completed during first semester of the senior year. Neither semester can be taken for 4 sem. hr. credit. [B.Ad. 54-1, not offered 1965-66.]

Basic knowledge for merchandising practices, analysis of consumer demand, market conditions and representation, development of merchandising policies. Background in buying techniques. Mathematics of merchandising, dollar and unit merchandise control. Problems and case work—field trip to New York market. *Miss Burnham.*

B.Ad. 55-1 Retailing Principles and Practices

4 sem. hrs.

Forms of retailing; department stores, multi-unit organizations, discount houses. Organizational structures; departmental activities in retail organizations. Current trends in retail distribution; e.g., downtown-suburban pattern, mechanization, manufacturer-retailer cooperation. *Mrs. Haley.*

B.Ad. 56-1, 2 Personnel Principles and Policies

4 sem. hrs.

In the first semester this course is open only to students in the Prince School program in retailing.

Fundamentals of personnel management; procurement and development. Emphasis on role of personnel department; the personnel program; personnel administration responsibilities for all members of management in profit or non-profit organizations. Practical and theoretical knowledge applied in discussion of cases. *Mrs. Haley.*

B.Ad. 58-2 Security Markets and Investments

4 sem. hrs.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Theories and principles of security trends, diversification,

portfolio objectives, investment standards and risks. Independent reading and research dealing with realistic investment problems. *Mr. Parente.*

B.Ad. 59-0 Retail Merchandising

8 sem. hrs. For course description, see *B.Ad. 53-2, 54-1. Miss Burnham.*

Prereq.: B.Ad. 55

B.Ad. 62-2 Seminar in Financial Administration

4 sem. hrs. Discussion of realistic and actual situation problems on an advanced basis. Independent investigation of problems and policies pertaining specifically to the area of financial administration. *Mr. Parente.*

B.Ad. 63-1 Marketing Research

4 sem. hrs. Training in the techniques of research and their application to marketing, advertising and sales, questionnaire design, product-testing and survey techniques, co-operative work on actual business problems. *Mr. Murray.*

Prereq.: B.Ad. 52 and 36

B.Ad. 65-1 Retailing Seminar

4 sem. hrs. Critical investigation of current problems in the field of retailing; e.g., electronic data processing, foreign competition, centralized merchandising, consumer buying patterns. Groups of two or three students study an assigned topic; material organized for class discussion. *Mrs. Haley.*

Prereq.: B.Ad. 55

B.Ad. 66-2 Seminar in Personnel Administration

4 sem. hrs. Student research in the field of personnel management. Concentration on area of special interest. Results of individual study presented for group evaluation. Field work. *Mrs. Haley.*

Prereq.: consent of the instructor

B.Ad. 67-2 Personnel Problems in Retailing

4 sem. hrs. Administrative problems of departmental executives as governed by top management policies. Employee selection, personnel scheduling, improving employee productivity, replacing counter service with self-selection in a selling department. Personnel implications of measures introduced to promote volume or to reduce operating expenses. Written report on some phase of personnel work required. Original investigation or library research. *Miss Burnham.*

Enrollment: limited to students with a specialization in retailing

B.Ad. 69-1 Office Management

4 sem. hrs. Functions of the office in its relation to other operating departments of business. Methods of improving office operations through application of functional layout, centralization of activities, paper-work simplification, measurement of production, establishment of

standards, and so forth. Field trips, outside readings, case studies, and guest lecturers. *Mr. Baldwin.*

Business Lectures

Four lectures held during the spring semester to provide an opportunity for students, as a supplement to their classwork, to hear experts from business discuss current trends and issues.

Students are required to attend eight lectures during their enrollment in the School of Business Administration

Chemistry

Chem. 10-1, 11-2

4 or 8 sem. hrs.

Does not serve as a prerequisite for more advanced chemistry courses

General Chemistry

Derivation of the theories of the structure of matter and the changes it undergoes. The major part of the second semester is devoted to organic chemistry. *Miss Granara, Mrs. Brauner, Mr. Miller, Mrs. Pratt.*

Chem. 12-1, 13-2

4 or 8 sem. hrs.

Prereq.: a course in chemistry in secondary school

Inorganic Chemistry

Derivation in greater depth than in *Chem. 10* and *11* of the theories underlying the science of chemistry and their application. *Mr. Timm, Miss Beck, Mrs. Hartman, Mr. Goldberg, Mrs. Pratt.*

Chem. 20-1

4 sem. hrs.

Prereq.: *Chem. 13*

Introduction to Organic Chemistry

A study of the basic reactions of aliphatic and aromatic compounds. *Mrs. Wadsworth.*

Chem. 21-2

4 sem. hrs.

Prereq.: *Chem. 20*

Introduction to Biochemistry

Includes the study of the structures, reactions, and roles in metabolism of carbohydrates, lipids, proteins, enzymes, and hormones. *Mrs. Wadsworth.*

Chem. 25-2

4 sem. hrs.

Prereq.: *Chem. 13*

Analytical Chemistry

Designed to integrate the qualitative and quantitative determination of components in various materials. Rigorous theory accompanies correlating laboratory work. *Mrs. Brauner.*

Chem. 31-1, 32-2

4 or 8 sem. hrs.

Prereq.: *Chem. 13*

Organic Chemistry

The fundamental reactions and their mechanisms of aliphatic and aromatic compounds. *Miss Granara, Mrs. Jacobson.*

Chem. 40-1, 41-2 Physical Chemistry

4 or 8 sem. hrs.

Prereq.: Chem. 13
and Math. 20 or consent
of the instructor

The major areas of theoretical chemistry: kinetics, thermodynamics, and structure. *Mr. Timm, Mr. Goldberg.*

Chem. 42-2 Advanced Organic Chemistry

4 sem. hrs.

Prereq.: Chem. 32

Application of structural theories to the study of reaction mechanisms. *Miss Beck.*

Chem. 43-2 Biochemistry Laboratory

2 sem. hrs.

Prereq.: Chem. 46

Experiments on the mechanism and kinetics of biochemistry reactions and the synthesis and analysis of biological compounds. *Mrs. Hartman.*

Chem. 44-1 Qualitative Organic Chemistry

4 sem. hrs.

Prereq.: Chem. 32

Identification and characterization of organic compounds with emphasis on laboratory techniques. *Miss Beck.*

Chem. 45-1 Advanced Analytical Chemistry

4 sem. hrs.

Prereq.: Chem. 25 and 41

Instrumental methods including spectrophotometric, spectrographic, polarographic, conductometric, radiometric, and potentiometric and, as time permits, chelometry, solvent extraction, chromatography, and ion-extraction. *Mrs. Brauner.*

Chem. 46-1 Biochemistry

4 sem. hrs.

Prereq.: Chem. 32 and 41

A study of the chemical constituents of living matter, their functions and transformation, and the chemical and energy changes accompanying these transformations. *Mrs. Hartman.*

Chem. 47-2 Radiation Chemistry

4 sem. hrs.

Prereq.: Math. 20,
Phys. 10 or 11,
Chem. 25 and 32

Nuclear structure and particles, radioactivity, nuclear-radiation detection followed by the use of radioisotopes, principles of radiometric analysis, isotope dilution methods, "hot" atom chemistry, measurement of radiation effect, and applied radiochemistry and tracer chemistry.

Laboratory experiments in sample preparation techniques, detection of the measurement of the properties of alpha, beta, and gamma rays by Geiger, proportional, and scintillation methods; use of radioisotopes in the study of simple and complex equilibria, the study of phase diagrams, tracer techniques, and the preparation of "tagged" molecules. *Mrs. Brauner.*

Chem. 50-0 Undergraduate Research Project

Credit to be arranged

Prereq.: consent of the
Chairman of the
Department

Selection of a modest research project and a preliminary search of the scientific literature followed by laboratory work required for the solution of the problem. Members of the Department.

Chem. 51-0 Chemistry Seminar

2 sem. hrs. Required of all fourth-year students specializing in chemistry. Third-year students are urged to attend. Members of the Department.

Comparative Literature

See English.

Economics

Ec. 20-0 Contemporary Economic Society

8 sem. hrs. The basic principles governing the operation of our economy. Introduction to the primary laws of economics through a description of the operation of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government finance, depressions, inflation, income distribution, and international trade. A basic course for students in the School of Social Science. Lectures and discussion. Members of the Department.

Ec. 32-2 Economic and Social Statistics

4 sem. hrs.

Prereq.: Math. 15*

An advanced course in statistical methodology and an introduction to the theory of statistics, with special application to sampling reliability and control study, multiple and partial correlation, linear programming, the derivation and application of index numbers, and time series, together with time series correlation, and the derivation and application of certain business measures based on financial statements. Lectures, discussion, and exercise work. *Mr. Nichols.*

Ec. 35-2 Money and Banking

4 sem. hrs.

Prereq.: Ec. 20

Money, credit, financial institutions, with emphasis on commercial banks and the Federal Reserve System. The relation of monetary and fiscal policy to price levels and economic fluctuations. Historical backgrounds, theory, problems, and policy emphasized. *Mr. Smith.*

Ec. 36-1 Labor and Industrial Relations

4 sem. hrs.

Prereq.: Ec. 20

History and present status of unionism in the United States, labor-management relations, and the evolution of public policies; economic issues in collective bargaining; the impact on labor, management, and the public of automation, changing patterns of economic activity, and related developments. *Mr. Rosen.*

*Or Ec. 31 Elements of Statistics (offered prior to 1965-66).

[Ec. 38-1 Economics of Consumption*4 sem. hrs.**Prereq.: Ec. 20*

Not offered in 1965-66.]

The influences acting on the consumption of wealth and the place of consumption in the economic system; the forces that determine how, what, where, and why consumers buy; the structure of the market in which consumers buy; and the methods—legislative, co-operative, and otherwise—to improve the position of consumers. Discussion and reports.

Ec. 39-1 International Economics**4 sem. hrs.**Prereq.: Ec. 20*

Economic principles underlying foreign trade, showing why trade takes place between regions and countries and the mutual gains from such trade. Commercial policy in the United States, relating tariff and other trade policies to their political background. How goods and services are paid for between nations; the effect of trade on prices and production. International investments and foreign aid programs. Current developments, such as the Common Market. *Mr. Smith.*

[Ec. 41-2 Intermediate Economic Theory*4 sem. hrs.**Prereq.: Ec. 20*

Not offered in 1965-66.]

Advanced study of problems and methods in price-setting and income distribution; input-output analysis and the study of structural problems and relations; case studies of firms and industries; market structures, decisions, and dynamics.

Ec. 43-1 Corporation Finance**4 sem. hrs.**Prereq.: Ec. 20*

The problems and policies of the modern corporation in the field of finance. Methods of attracting the original capital, determining the proper capitalization, types of securities and marketing them, financing the current operations of the business enterprise, sources and uses of short-term credit, distribution of the corporate income, expansion, consolidation, and failure, government control of corporate financing. *Mr. Nichols.*

Ec. 44-2 Government and Business*4 sem. hrs.**Prereq.: Ec. 20*

Competition as a goal of public policy in the United States. Limits to competition and their economic and social effects. Evolution of public policy in the areas of anti-trust, the regulation of competitive behavior, and the supervision of large enterprises. Government as owner-manager, customer, subsidizer, financier. The problem and attempted solutions in other industrial systems. *Mr. Rosen.*

Ec. 45-2 Economic Development*4 sem. hrs.**Prereq.: Ec. 20*

The meaning of "underdevelopment"; problems faced by emerging economies, and assessment of alternative systems for solving them; role of the industrialized nations in development; competition and cooperation among power blocs and developing economies; international institutions and the future of development. *Mr. Rosen.*

*Offered in alternate years.

Ec. 50-1, 2

Reading and Research

Credit to be arranged.

Members of the Department.

Open to students in Economics wishing to do advanced work.

Prereq.: consent of the Director

Ec. 65-2

Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.

Education

Ed. 20-1, 2

Historical and Philosophical Backgrounds of Education

4 sem. hrs.

Major historical developments and fundamental philosophical issues in education, considered in terms of their relevance to contemporary practices in education. *Mr. Weinberg, Mrs. Noble, Mrs. Smith.*

Ed. 30-1

The Nature of Classroom Teaching: Secondary Education

2 sem. hrs.

Specific problems, procedures, and methods with which all secondary teachers must be concerned: developing realistic objectives; presenting materials orally; developing, making, and correcting assignments; preparing and evaluating tests and examinations; guiding pupil progress; managing a classroom; and carrying on the major responsibilities of the classroom teacher. Students relate procedures insofar as possible to their special subject-matter fields. Specific assignments simulate the activities in which the student will be expected to engage as a teacher. *Mrs. Noble.*

It is recommended that *Ed. 20* and *Psych. 33* be completed before *Ed. 30* is elected. (Students in the School of Home Economics may substitute *H. Ec. 35* for *Psych. 33*)

Ed. 32-2

Curriculum and Methods in the Secondary School Teaching of English

2 sem. hrs.

Instructional materials and the specific problems and procedures in the secondary school teaching of English. Techniques and methods considered in *Education 30* applied to the teaching of English, together with those matters that are unique to the field of English. Experience in constructing lesson plans and units. Problems of teaching English at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. Bissex.*

Enrollment: limited to students following the specialization in the secondary school teaching of English in the School of Education

Ed. 33-2

Curriculum and Methods in the Secondary School Teaching of Modern Language

2 sem. hrs.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language.

Enrollment: limited to students following the specialization in the secondary school teaching of modern language in the School of Education

The techniques and methods considered in *Education 30* applied to the teaching of modern language, together with those matters that are unique to the field of modern language. Experience in constructing lesson plans and units. Problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. Ethier.*

Ed. 34-2

2 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of history and social studies in the School of Education

Curriculum and Methods in the Secondary School Teaching of History and Social Studies

Instructional materials and the specific problems and procedures in the secondary school teaching of history and social studies. The techniques and methods considered in *Education 30* applied to the teaching of history and social studies, together with those matters that are unique to the field of history and social studies. Experience in constructing lesson plans and units. Problems of teaching history and social studies at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. _____.*

Ed. 35-2

2 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of science and mathematics in the School of Education

Curriculum and Methods in the Secondary School Teaching of Science and Mathematics

Instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. The techniques and methods considered in *Education 30* applied to the teaching of science and mathematics, together with those matters that are unique to these fields. Experience in constructing lesson plans and units. Problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying ability. *Mr. Brown.*

Ed. 36-1

4 sem. hrs.

Enrollment: limited to students following the specialization in the elementary school teaching of reading, language arts, and social studies in the School of Education

Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies

Instructional materials and the specific content, problems, and procedures in the teaching of elementary (grades one through six) reading, language arts, and social studies. *Mr. Weinberg.*

Ed. 37-2

4 sem. hrs.

Enrollment: limited to students following the specialization in the elementary school teaching of mathematics and science in the School of Education

Curriculum and Methods in the Elementary School Teaching of Mathematics and Science

Instructional materials and the specific content, problems, and procedures in the teaching of elementary (grades one through six) mathematics and science. *Mrs. Ryle.*

Ed. 38-2

4 sem. hrs.

Enrollment: limited to students following the specialization in the elementary school teaching of classroom observation in the School of Education

The Nature of Classroom Teaching: Elementary Education

Specific problems and procedures with which all elementary school teachers must be concerned. Special attention given to planning lessons and teaching units, exploring the use of various materials and providing for the individual or the group in the elementary classroom. The student will be expected to allow time in her schedule for visiting a school for classroom observation. *Mr. Weinberg.*

Ed. 39-0 Seminar in Teaching Methods

4 sem. hrs.

Enrollment: limited
To be taken concurrently
with *Ed. 30* and the
appropriate special
methods course

Problems specific to the teaching of the several subject-matter fields. Emphasis on demonstration teaching by students in their respective subject-matter fields followed by seminar critiques. Problems of particular importance to the beginning teacher. *Mrs. Noble.*

Ed. 40-1, 2 Student Teaching: Secondary Education

8 sem. hrs.

Enrollment: limited to
seniors in the School of
Education concentrating
in secondary education

Each student assumes full responsibility, under supervision, for the teaching of not less than one secondary school class in her subject-matter field for the entire semester. Students will be required to attend a weekly seminar related to student teaching. *Mrs. Noble, Mrs. Smith, Mrs. Pfaelzer, Mrs. Kemp, Mrs. Levi.*

Ed. 41-1 Student Teaching: Elementary Education

8 sem. hrs.

Enrollment: limited to
seniors in the School of
Education concentrating
in elementary education

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. Students will be required to attend a weekly seminar related to student teaching. *Mr. Weinberg and Staff.*

Ed. 45-2 Contemporary Issues in the American School and Society

4 sem. hrs.

An examination of the responsibilities of American education in a rapidly changing society. Conducted principally by means of case studies and supplemented by guest lectures by authorities on school and community issues. A course designed for those who are not enrolled in the School of Education programs as well as for those who are. *Mrs. Noble.*

English and Comparative Literature

Eng. 10a-1, 10b-2 Reading and Writing

4 or 8 sem. hrs.

On recommendation of
the Department, the first
semester may be taken
separately for 4 sem. hrs.
of credit

Intensive assignments in writing with frequent conferences. Papers analyzing significant literary texts, chiefly modern. *Mr. Nitchie, Miss Milliken, Mr. L'Homme, Mr. Perry, Mr. Manly, Mr. Freedman, Mrs. Bank, Miss Pedersen.*

Eng. 11a-1, 11b-2 Readings in Twentieth Century Literature

4 or 8 sem. hrs.

On recommendation of
the Department, the first
semester may be taken
separately for 4 sem. hrs.
of credit

For first-year students whose placement tests indicate unusual ability in English. Discussion of characteristic works of such writers as Conrad, Eliot, Faulkner, Hemingway, Gide, Kafka, Mann, and Camus. Frequent critical papers. *Mr. L'Homme, Mr. Langer, Mr. Perry, Mr. Manly, Mr. Freedman, Mrs. Weisberg.*

124 *English and Comparative Literature*

- Eng. 20a-1** American Writers, 1620-1865
4 sem. hrs.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent
 Reading in major American writers such as Taylor, Edwards, Jefferson, Poe, Emerson, Thoreau, Hawthorne, Melville. *Mr. Sterne.*
- Eng. 20b-2** American Writers, 1865-1900
4 sem. hrs.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent
 Reading in major American writers such as Whitman, Dickinson, Twain, Howells, James, Crane, Robinson, Dreiser. *Mr. Sterne.*
- Eng. 21-0** English Literature of the Nineteenth Century
8 sem. hrs.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent
 Major British writers of the Romantic and Victorian periods: Wordsworth, Byron, Shelley, Keats, Carlyle, Ruskin, Mill, Newman, Arnold, and Pater. Six critical papers written after conference with instructor. *Mr. Freedman.*
- [Eng. 22-0** Problems in English Literature of the Nineteenth Century
8 sem. hrs.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent, and consent of the instructor
 Not offered in 1965-66.]
 Intensive analysis of certain philosophic, social, and artistic themes in Continental as well as English writers. Substantial critical reports written after consultation with the instructor.
- Eng. 23-1** The English Literary Epoch: 1875-1939
4 sem. hrs.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent
 Study of significant works of such writers as Yeats, Joyce, Forster, Woolf, Lawrence, Eliot, and Bowen, with special attention to the author's dilemma in a rapidly changing world, and to the growth of the modern critical consciousness. *Mr. L'Homme.*
- [Eng. 24-1** Spoken English
4 sem. hrs.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent
 Not offered in 1965-66.]
 Training in the definition, support, organization, and effective presentation of ideas in a variety of speech situations; improvement of speaking habits through conferences with the instructor and practice with the tape recorder.
- Eng. 25-1** American Literature and Thought in the Twentieth Century
4 sem. hrs.
 Discussion of the Imagist Revolt, the Search for a Usable Past, the "Lost Generation," the New Criticism, the Proletarian Response, and the Beat Generation, as reflected by the poetry, criticism, essay, and short fiction of the period. *Mr. Langer.*
- Eng. 26-2** The Modern American Novel
4 sem. hrs.
 American fiction from 1900 to the present, including such authors as Willa Cather, Edith Wharton, Fitzgerald, Hemingway, Dos Passos, Wolfe, Faulkner, Steinbeck, Carson McCullers, Katherine

Anne Porter, Nathanael West, Robert Penn Warren, Saul Bellow, and John Updike. *Mr. Langer*.

Eng. 28-1, 2

4 sem. hrs.

English Language—Its Growth and Use

A brief history of the English language and the effects of its growth on vocabulary, grammar, idiom, and general usage in the spoken word as well as in literature. *Miss Milliken*.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Eng. 30-2

4 sem. hrs.

The Bible

The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative, chronicle, poetry, and prophecy, and New Testament gospels and letters. *Mr. Perry*.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

[Eng. 32-0

8 sem. hrs.

Special Studies in American Literature

Intensive consideration of major American writers from Edwards to Faulkner, supplemented by extensive reading and class discussion of related English and Continental works. Critical papers, written after conference with the instructor.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent
Enrollment: limited
Not offered in 1965-66.]

Eng. 33-1

4 sem. hrs.

English Literature and Society in the Age of Donne and Milton

Discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden, and of the literary, religious, and philosophic conflicts of the seventeenth century. *Mr. Nitchie*.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Eng. 34-2

4 sem. hrs.

English Literature and Society in the Age of Enlightenment

Readings in Swift, Pope, Johnson, and other significant eighteenth century writers illustrating the currents of thought in a cosmopolitan age. Supplementary comment on painting, gardening, furniture, and architecture. *Mr. Greene*.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Eng. 35-1

4 sem. hrs.

Shakespeare

Analysis and interpretation of major plays, with comment on the theatre of Shakespeare's London. *Mr. Sypher*.

Elective for third- and fourth-year students

Eng. 36-1

4 sem. hrs.

The English Novel

Major British novelists from the eighteenth century to the present, including Richardson, Fielding, Austen, Dickens, Eliot, Hardy, Lawrence, Joyce, and Snow. *Mr. Greene*.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Eng. 37-1

4 sem. hrs.

The Continental and American Novel

Critical reading of novels by Melville, Mark Twain, Henry James, Kafka, Gide, Faulkner, Hermann Broch, Robbe-Grillet, and others. Emphasis on the intellectual background and thematic continuity and variation from the nineteenth century to the present. *Mr. Langer*.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

- Eng. 39-1** Modern Poetry
4 sem. hrs. The principal poets from Thomas Hardy to the present, particularly such dominant figures as W. B. Yeats, T. S. Eliot, and W. H. Auden. *Mr. Nitchie.*
- Prereq.:* Eng. 10a, b or 11a, b, or the equivalent
- Eng. 40-2** The Drama
4 sem. hrs. Close analysis of the literary artistry and intellectual milieu of selected Western dramas from Sophocles to Beckett. Emphasis on the post-Ibsen period. *Mr. Manly.*
- Prereq.:* Eng. 10a, b or 11a, b, or the equivalent
- Eng. 42-2** Introduction to Poetry
4 sem. hrs. English lyric poetry from Chaucer to the present. The forms, conventions, and styles of the various periods. The backgrounds in Greek and Latin, Provençal, Italian, and French poetry. Parallel developments in American and Irish poetry. *Mr. L'Homme.*
- Prereq.:* Eng. 10a, b or 11a, b, or the equivalent
- Eng. 43-1** Shaw
4 sem. hrs. The plays, prefaces, and criticism of Bernard Shaw. Discussion of his times and his theatre. *Mr. Bosworth.*
- Prereq.:* Eng. 10a, b or 11a, b, or the equivalent
- Eng. 44-1** The English Renaissance
4 sem. hrs. Some of the principal authors and works from 1500 to 1625. The rise of the drama, including such playwrights as Marlowe, Kyd, Greene, and Dekker, and a few later playwrights such as Webster and Ford. Spenser and the rise of lyric poetry. The Elizabethan "novel" and romance, development of the English Bible, and such representative prose works as More's *Utopia* and Sidney's *Apology for Poetry*. *Mr. Perry.*
- Prereq.:* Eng. 10a, b or 11a, b, or the equivalent
- Eng. 45-1** Chaucer
4 sem. hrs. The principal works of Chaucer (*Troilus and Criseyde*, *Canterbury Tales*) with some attention to peripheral literature in the romance and fabliau as it bears on his development. *Mr. Manly.*
- Prereq.:* Eng. 10a, b or 11a, b, or the equivalent
- Eng. 50-2** Original Prose and Poetry
4 sem. hrs. Writing fiction and/or poetry. Seminar meetings to be arranged. Frequent conferences. *Mr. Nitchie, Mr. Manly.*
- Prereq.:* consent of the instructors and submission of sample manuscripts in advance
- Eng. 51-1** Hawthorne and Henry James
4 sem. hrs. American Romanticism and literary realism as reflected in the major novels and short stories of these two figures. *Mr. Langer.*
- Prereq.:* consent of the instructor
Enrollment: limited

- Eng. 52-2** Seminar in the Works of William Faulkner
4 sem. hrs. Mr. Sterne.

Prereq.: consent of the instructor

- Eng. 65-0** Directed Study: Senior Thesis
4 sem. hrs. Members of the Department.

Seminar in English

Selected topics in English. For fourth-year students specializing in the teaching of English in secondary schools. *Mr. Greene.*

Honors Seminar in English

Periodic meetings under the auspices of the Department. For students who intend to enter graduate school.

Comparative Literature

- Comp. Lit. 70-2** Symbolism and Realism
4 sem. hrs.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Study of selected works of such writers as Baudelaire, Flaubert, Mallarmé, Conrad, Bennett, Gide, Proust, Valéry, and Rilke, with special attention to the connections with romanticism, aestheticism, naturalism, and impressionism. *Mr. L'Homme.*

- Comp. Lit. 80-2** Nineteenth Century English and Continental Poetry
4 sem. hrs.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Selected texts, chiefly verse, in English, French, and German literature, the latter in translation. The complex nature of romanticism, and its relationships to post-Renaissance and modern culture. Short critical papers. *Mr. Nitchie.*

- Comp. Lit. 81-1** Literature and Society
4 sem. hrs.

Prereq.: Eng. 10a, b or 11a, b, or the equivalent

Comparative study of the treatment by certain American writers (such as Lewis, Dos Passos, Faulkner, Ellison, Bellow) and certain French writers (such as Mauriac, Breton, Camus, and Sartre) of social, moral, and philosophic problems. *Mr. Sterne.*

- Comp. Lit. 82-2** Studies in the Novel
4 sem. hrs.

Prereq.: consent of the instructor
Enrollment: limited

A seminar devoted to intensive readings of at least three novelists, selected from the following: Dostoevsky, Tolstoy, Mann, Joyce, Proust, D. H. Lawrence, Faulkner, Virginia Woolf. *Mr. Langer.*

- Comp. Lit. 83-1** Criticism
4 sem. hrs.

Prereq.: consent of the instructor

A review of different methods of criticism—psychological, social, philosophical, aesthetic, religious, and ethical—applicable to literature and the arts. *Mr. Sypher.*

128 Foreign Study Program, French

- [Comp. Lit. 84-2]** Greek and Latin Literature in Translation
4 sem. hrs.
 Readings in ancient epic, drama, and philosophy.
Prereq.: Eng. 10a, b or 11a, b, or the equivalent
 Not offered in 1965-66.]
- Comp. Lit. 85-2** Medieval Literature
4 sem. hrs.
 Selected works of medieval literature, including epics such as *Beowulf* and the *Nibelungenlied*, lyric poems by the troubadours, romances such as Chrétien's *Lancelot* and Gottfried von Strassburg's *Tristan*, and Dante's *Divine Comedy*. *Mr. L'Homme.*
- Comp. Lit. 87-2** Russian Literature in Translation
4 sem. hrs.
 Major Russian and Soviet authors, including Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Pasternak, and Sholokhov. Discussion of intellectual and social backgrounds. *Mr. Langer.*
- Comp. Lit. 89-2** Greek Mythology
4 sem. hrs.
 Intensive and detailed study of the central myths, illustrated by readings in such works as Hesiod's *Theogony*, the Homeric hymns, Ovid's *Metamorphoses*, and selected Greek plays. Frequent quizzes. *Mr. Perry.*
- [Amer. Studies Sem. 90-1]** American Studies
4 sem. hrs.
 An interdepartmental seminar integrating the advanced student's knowledge of history and literature. Concentration each year on some limited topic in American civilization; for example, American transcendentalism in literary and historical context, including European developments. Readings in the original sources, attention to recent monographs, and critical research papers.
Prereq.: Hist. 33 or Eng. 20a, b or 25 or the equivalent
 Not offered in 1965-66.]

Foreign Study Program

Students in any School may be granted credit for the satisfactory completion of a prescribed program in a duly recognized Foreign Study Program provided each individual proposal is recommended by the Director concerned, and approved by the sub-committee on Foreign Study and the Committee on Programs and Academic Standing.

French

Placement of students who have not studied French at Simmons College is determined on the basis of tests given by the Department.

- Fr. 10-0** Beginning French
8 sem. hrs.
 Study of pronunciation, grammar, and vocabulary to develop ability to understand, speak, read, and write simple French. The stu-

dent acquires a mastery of vocabulary and syntax needed for more advanced courses, or if necessary, for reading independently. *Miss Tella.*

Fr. 20-0 Intermediate French

8 sem. hrs. An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty. Students with a grade of B or better may go directly into *French 31, 32, or 34, 35.* Members of the Department.

Fr. 25-0 Intermediate French

8 sem. hrs. Similar to *French 20* but with more emphasis on the spoken language. Normally followed by *French 33 or 34 or 31, 32.* *Mr. McKeen* and Members of the Department.

Fr. 28-0 Readings in French Literature and Civilization

8 sem. hrs. Systematic review of grammar with reading of selected materials to gain an understanding of French civilization and culture. Prepares for *French 31, 32.* Members of the Department.

Fr. 31-1, 32-2 Major French Writers

4 or 8 sem. hrs. Intensive reading of masterworks of such figures as Rabelais, Montaigne, Racine, Molière, Rousseau, Voltaire, Hugo, Stendhal, Balzac, and Baudelaire. Introduction to the major trends in French literature and thinking from the Renaissance to the present day. Prerequisite to all advanced courses in French literature. *Lectures and class discussion in French. Mr. Mackey, Miss Keane.*

Fr. 33-1, 2 Spoken French

4 sem. hrs. Intensive semester course for students of superior aptitude in French language. One class meeting a week and four hours of individual oral-aural practice in language laboratory. *Mr. _____.*
Prereq.: consent of the instructor

Fr. 34-1, 35-2 Conversation and Composition

4 or 8 sem. hrs. During the first half-year, concentration, with individual assistance, upon pronunciation, enunciation and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. During the second half-year, individualized readings as a basis for oral and written reports on aspects of French civilization. *Conducted in French.* Members of the Department.
Prereq.: Fr. 25 or 28, or consent of the instructor

Fr. 36-1 French Linguistics

4 sem. hrs. An introduction to the historical development of French and to the principles of linguistics as related to the teaching of the language. *Miss Keane.*
Prereq.: Fr. 34, 35, or consent of the instructor

Fr. 37-2 Stylistics

4 sem. hrs.

Prereq.: Fr. 34, 35, or consent of the instructor

Intensive course in elements of style. Composition, translation, *explication de textes*. *Mr. McKeen.*

[Fr. 41-1 French Literature of the Renaissance

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor
Not offered in 1965-66.]

France's emergence from the Middle Ages as seen in Rabelais, Ronsard, Montaigne, and others.

Fr. 42-2 The Age of Classicism

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor

An investigation into the nature of classical aesthetics, with an intensive study of the major figures of the century of Louis XIV. *Mr. Mackey.*

[Fr. 43-2 The Age of Reason

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor
Not offered in 1965-66.]

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth century thought and culture, such as sentimentalism, neoclassicism, rococo.

Fr. 44-1 Nineteenth Century Novel

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor

The development of the novel from pre-romanticism through romanticism, realism, naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, Zola, Huysmans. *Mr. McKeen.*

Fr. 45-1 Romantic Poetry

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor

Major figures in the Romantic Revolution such as Lamartine, Vigny, Musset, Hugo. *Mr. Mackey.*

Fr. 46-2 Symbolist Poetry

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor

Intensive study of the poetry of Baudelaire, Rimbaud, and Mallarmé. *Mr. McKeen.*

[Fr. 47-1 Modern Poetry and Theater

4 sem. hrs.

Prereq.: Fr. 31, 32, or consent of the instructor
Not offered in 1965-66.]

French poets from 1900 to the present, such as Apollinaire, Breton, Éluard, Jacob, Prévert. Twentieth century playwrights, such as Currel, Claudel, Lenormand, Romain, Sartre.

[Fr. 48-2 Modern Novel

4 sem. hrs.

Prereq.: Fr. 31, 32, or
consent of the instructor
Not offered in 1965-66.]

The principal directions in the French novel since World War I, as seen in Duhamel, Gide, Romain, Bernanos, Mauriac, Sartre, Camus, Butor and others.

Fr. 65-0 Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.

Honors Seminar in French

Periodic meetings under the auspices of the Department. For students who intend to enter graduate school.

German

Ger. 10-0 Beginning German

8 sem. hrs.

Development of reading ability, with essentials of grammar. Elementary reading material followed by short stories and other narrative prose. Oral-aural practice. *Mr. Klein.*

Ger. 20-0 Intermediate German

8 sem. hrs.

Prereq.: Ger. 10 or the
equivalent

Continuation of *German 10*. Practice in accurate translation followed by readings in narrative, critical, and dramatic literature. Introduction to German history and civilization. Extensive outside reading. Practice in conversation. *Mr. Klein, Mrs. Wells.*

Ger. 30-1 Goethe's Faust and the Faust Legend in European Literature*

4 sem. hrs.

Prereq.: Ger. 20 or the
equivalent

The representative work of the "representative man" of his age: sources of the Faust legend, its dramatization by Marlowe in *Dr. Faustus*, and, chiefly, its significance as the expression of Goethe's views. Outside reading in other works of Goethe. Written reports. *Mr. Klein.*

Ger. 31-2 Contemporary German Literature*

4 sem. hrs.

Prereq.: Ger. 20 or the
equivalent

Short stories, essays, and Novellen by representatives of the leading trends in German literature since 1900, e. g., Günter Grass, Borchert, Thomas Mann, Heinrich Mann, Hesse, Brecht, Goos, and Bergengruen. Parallel readings in other European and American writers. Oral and written reports on collateral reading. *Mr. Klein.*

[Ger. 32-2 Modern German Drama*

4 sem. hrs.

Prereq.: Ger. 20 or the
equivalent
Not offered in 1965-66.]

German drama from 1890 to the present as an expression of changing aesthetic, cultural, and social ideas. Naturalism (Hauptmann, Holz, and Schlaf), symbolism (von Hofmannsthal), expressionism (Wedekind, Toller, Georg Kaiser, Brecht), post-war drama (Dürrenmatt, Zuckmeyer, Max Frisch, Billinger). Collateral readings in such dramatists as Ibsen, Strindberg, Chekhov, O'Neill, Wilder, Miller, Anouilh.

*Offered in alternate years.

[Ger. 33-1] Classical Age of German Literature*

4 sem. hrs.

Prereq.: Ger. 20 or the
equivalent
Not offered in 1965-66.]

Literature of the *Goethezeit*. The sources of German Classicism and Romanticism in Hamann, Herder, Klopstock, Rousseau, Wieland, and in the *Sturm und Drang*. Dramas by Lessing, Schiller, and Goethe (not including *Faust*).

Government

Gov. 21-1 Government in the United States—Federal System

4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Mr. Miles.*

Gov. 22-2 Government in the United States—Urban and State Politics

4 sem. hrs.

The policy-making process and governmental problems experienced by state and by city and town governments. Major emphasis upon the systems in the Commonwealth of Massachusetts and the urban centers around Boston. Problems include governmental responsibility and authority, constitutional changes, transportation, urban development and planning, housing, and health. Lectures on specific problems, studies of several states and metropolitan areas, and publications of the states and urban centers. Observations of some phases of each governmental system in action. *Mrs. Milburn.*

Gov. 23-1 Classical and Early Modern Political Theory

4 sem. hrs.

The central themes and principles of classical political thought. Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, and Rousseau. *Mr. Tollefson.*

Gov. 24-2 Political Theory During the Last Two Centuries

4 sem. hrs.

The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today. Among the philosophers and thinkers: Hegel, Mill, Marx, Nietzsche, Freud, and Dewey. *Mr. Tollefson.*

Gov. 30-1 Governments in the Modern World—European

4 sem. hrs.

The two extreme patterns for governmental structure—representative democracy and dictatorship—and the institutions and procedures through which governmental decisions are made. The systems of some western and eastern European states and comparative analyses of their decision-making processes. *Mrs. Milburn.*

*Offered in alternate years.

Gov. 31-2 Governments in the Modern World—Asian and African

4 sem. hrs.

Problems faced by some of the old and new indigenous governments in Asia and Africa. The success of attempts to incorporate representative-democratic features in areas which had not known, to any extent, such governmental responsibilities. Sources for the course include a number of related books and visiting lecturers. *Mrs. Milburn.*

Gov. 32-2 International Relations

4 sem. hrs.

The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Mr. Tollefson.*

Gov. 40-1 Public Administration

4 sem. hrs.

Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Mr. Miles.*

[Gov. 41-2 Seminar in Public Administration

4 sem. hrs.

Basic problems in American administrative experience such as planning, personnel practices, organization and methods procedures, and budgeting. Individual or group reports.

Prereq.: consent of the instructor

Not offered in 1965-66.]

Gov. 42-1 Public Opinion, the Mass Media, and American Democracy

4 sem. hrs.

Participation of the modern communications media in American politics. The role of public opinion in obtaining thoughtful deliberation and wise decision making from political leaders working in the modern media setting. Media participation in the election process and the problem of media control within the constitutional framework. *Mr. Tollefson.*

Gov. 43-1, 2 Reading and Research

Credit to be arranged

Prereq.: consent of the Director

Open to students in governmental affairs wishing to do advanced work in the area with a member of the government department. Members of the Department.

Gov. 44-2 Science and Government

4 sem. hrs.

The impact of scientific development on the United States government. Public policy in this area including personnel, security arrangements, atomic development, and administration, with emphasis on the role of the scientist in politics and the special problems involved in research and development. *Mr. Miles.*

Gov. 45-1 Modern Political Parties

4 sem. hrs.

Effect of parties in the governmental process. Comparisons of party structures and functions in various governmental systems including experiences of the United States, and European and developing countries. Some emphasis upon local, regional, and national orientations. Analysis of the one-party, two-party, and multiparty systems. *Mrs. Milburn.*

Gov. 65-2 Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.

American Foreign Policy

see History 31-1

American Constitutional History

see History 37-2

History

Hist. 21-1, 22-2

4 or 8 sem. hrs.

Offered: as a year course, or either half may be taken separately

History of American Civilization

History 21. Development of the democratic spirit and of American political and social institutions from the eighteenth century through the Reconstruction Period. *Mr. Hawthorne, Mr. Halko, Mr. Edelstein.*

History 22. The development of American life since the Civil War and the reorientation of democracy from agrarian to urban problems as America comes of age as a society and as a world power. *Mr. Halko, Mr. Edelstein.*

Outside reading and class discussion supplement the lectures throughout the year.

Hist. 23-1 United States Colonial History

4 sem. hrs.

The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776. *Mr. Halko.*

Hist. 24-1 English History

4 sem. hrs.

A history of England from 1485 to the present with emphasis on the nineteenth and twentieth centuries. The growth of individual freedom in England and the contributions of English institutions to contemporary civilization. Reading in historical sources and contemporary literature. *Mr. Kahl.*

Hist. 27-1 Nineteenth Century Europe

4 sem. hrs.

Consideration of European history from 1814 to 1914 with glimpses beyond those dates. Special attention given to the forces-national, economic, and intellectual-which molded the characteristics of contemporary Europe. Includes a paper based on one of the central problems of the period. *Mr. Hunter.*

Hist. 28-2 Twentieth Century Europe

4 sem. hrs.

An appraisal of the efforts to reach a settlement after World War I; investigates the attempts of the several states to cope with the complexities of modern society and examines the causes and aftermath of World War II. *Mr. Kahl.*

[Hist. 29-2 Ancient History

4 sem. hrs.

Not offered in 1965-66.]

Devoted essentially to a study of Greek and Roman societies, emphasizing their intrinsic importance, their inheritance from their past, their relation to their contemporary civilizations, and their legacy to history and to our present society. Readings from primary sources, discussions, and a term paper.

Hist. 31-1 American Foreign Policy

4 sem. hrs.

May count as
Government requirement

America in world politics from 1939 to the present, with special emphasis on current problems in American foreign relations. Includes a research project and a paper. *Mr. Hawthorne.*

Hist. 33-1, 34-2 A History of American Thought

4 or 8 sem. hrs.

Prereq.: work in a chronologically appropriate course in American history or literature, or consent of the instructor

Enrollment: limited to twenty students

History 33. An examination, in seminar, of the major ideas and thinkers in the United States from Colonial times through the Civil War, utilizing various types of both nineteenth and twentieth century unabridged printed sources. Student essays on the reading to be prepared before each meeting. *Mr. Edelstein.*

History 34. An analysis of American thought and attitudes from 1860 to the present. A seminar with extensive reading, a major critical paper, and an examination on the reading. *Mr. Hawthorne.*

Hist. 35-2 Modern Russia

4 sem. hrs.

The development of Russia's social, cultural, political, and economic institutions, with special emphasis on evidences of similarity and contrast between the Imperial and Soviet periods. Class discussions and a term paper on contemporary Russia. *Mr. Hunter.*

[Hist. 36-1 English Constitutional History, 1066-1776

4 sem. hrs.

Not offered in 1965-66.]

The principal events in the development of the English constitution with emphasis upon those institutions which contributed to the concept of individual liberty. Special attention to the growth of Parliament and to theories of representative government in England and the American colonies. Readings in contemporary documents.

Hist. 37-2 American Constitutional History, 1789 to the Present

4 sem. hrs.

Prereq.: Hist. 21, 22 or consent of the instructor

May count as
Government requirement

The development of American law as reflected in historical judicial decisions. Special emphasis on English antecedents of American law, and the issues of states rights and civil liberties. *Mr. Halko.*

Hist. 38-2 Modern France*

4 sem. hrs.

The history of France from the old regime to the present, with emphasis on political, social, and economic institutions and on the changing roles of France in European affairs. *Mr. Hunter.*

Hist. 40-2 The History of American Economic Institutions

4 sem. hrs.

Prereq.: course work in American history and Ec. 20

Readings, discussions, and lectures, with papers and reports. Emphasis on interrelation of contemporary economic institutions and contemporary political and social problems. *Mr. Hawthorne.*

Hist. 41-2 The American Civil War Era

4 sem. hrs.

Prereq.: Hist. 21, Hist. 33 or 37, or consent of the instructor

Enrollment: limited to fifteen students

A study, in seminar, of factors and factions leading to the Civil War, of military and civilian behavior during the war, and of issues concerning the post-war reconstruction. Some attention also given to the current importance of the Civil War legacy. *Mr. Edelstein.*

Hist. 61-1 Historiography

4 sem. hrs.

Enrollment: required of seniors in the pregraduate history program; open to others with consent of members of the Department

An examination, in seminar, of major Western historians with a view to understanding changing frames of reference and a variety of historical methods. *Mr. Hunter* and Members of the Department.

Hist. 65-2 Directed Study: Senior Thesis

4 sem. hrs.

Senior thesis for students in pregraduate history program. Members of the Department.

American Studies

See *American Studies Seminar 90-1* listed under Comparative Literature courses.

Home Economics

H. Ec. 10-2 General Home Economics

4 sem. hrs.

A non-laboratory course planned exclusively for majors in fields other than home economics. Development of a philosophy of desirable home and family life in today's world. Ways in which family goals may be attained through the wise management of time,

*Offered in alternate years.

energy, money, and material resources. Consideration given to housing, home furnishings and equipment, finance and consumer problems, nutrition and food selection, textiles and clothing, and family relations. *Miss Patterson, Miss Bevacqua.*

H. Ec. 20-1, 2 Clothing

4 sem. hrs.

Theories and principles of modern methods of clothing construction applied to problems of the individual. Understanding of fabric characteristics and of design in relation to clothing. Economic factors considered. *Miss_____.*

H. Ec. 21-2 Textiles

4 sem. hrs.

Prereq.: Chem. 11 or 13, or the equivalent. Open to students in the Prince School Program in Retailing without chemistry prerequisite.

Natural and man-made fibers, yarns, construction methods, design and finishing agents as related to selection and care of fabrics. Comparative studies of quality for various end uses. Field trips to museums, mills, and textile research laboratories. *Mrs. Gawne.*

H. Ec. 22-1 Design

4 sem. hrs.

Developing visual sensitivity. Appreciation of contemporary design in relationship to architecture, furniture, fabrics, and accessories. Illustrated lectures and discussions, field trips to modern homes and shops, and creative work combine to increase responsiveness to contemporary art and basic design elements. Opportunity for individual study in specific areas of interest. *Mrs. Feinburg.*

H. Ec. 23-1, 2 Foods and Nutrition

4 sem. hrs.

Application of basic scientific principles to food preparation and meal planning; efficient management of time and other resources. *Miss Patterson.*

H. Ec. 25-2 Nutrition

4 sem. hrs.

The fundamentals and recent developments in the science of nutrition as they relate to food selection and to the needs of individuals and groups; the relation of nutrition to health; and community responsibility for various nutrition programs. *Miss Ross.*

H. Ec. 30-1, 2 Tailoring

4 sem. hrs.

Prereq.: H. Ec. 20

Construction of tailored suits and coats using custom tailoring and dressmaker tailoring techniques. Cutting and adjusting to fit the individual figure. Pressing and blocking of tailored garments. *Miss_____.*

H. Ec. 33-1, 2 Advanced Foods

4 sem. hrs.

Prereq.: H. Ec. 23

Composition, methods of manufacture, marketing, and preservation of food. Laboratory work to develop professional food standards

and efficient procedure. Evaluation of convenience foods. Field trips to food production and distribution centers. Review of current professional journals. *Miss Patterson.*

H. Ec. 34-1, 2 Home Management

4 sem. hrs.

Philosophies of management and utilization of family resources, work simplification, kitchen planning, and selection, care, and use of household equipment. Laboratory activities include food selection, preparation, and service; use of household equipment; and entertainment of guests. *Miss Bevacqua.*

H. Ec. 35-1, 2 Child and Adolescent Growth and Development

4 sem. hrs.

Prereq.: Psych. 20

The development of the child from conception through adolescence. Understanding of the significance of children's behavior and the importance of early events to the development of the mature personality. Experience with young children provided by observation and participation in the Simmons College Child Study Center. Students in schools other than Home Economics or Education may enroll with consent of the Director. *Miss Sogard.*

H. Ec. 36-1 Field Experience in Home Economics Education

2 sem. hrs.

Teaching foods or clothing in a settlement house in the vicinity of Boston one afternoon each week during the semester. Weekly group conferences for organizing and discussing teaching materials and techniques, class activities, and the influence of family life on the personality development of children. Individual conferences on teaching problems. *Miss_____.*

H. Ec. 37-2 Demonstration Techniques

4 sem. hrs.

*Prereq.: H. Ec. 33
or the equivalent, and
consent of the Director.*

Observation, discussion, and presentation of food demonstrations. Emphasis on effective techniques. *Miss Patterson.*

H. Ec. 38-1 Early Childhood Programs: Methods and Materials

4 sem. hrs.

*Prereq.: H. Ec. 35 and
consent of the Director.*

Principles of program planning for children. Graphic and plastic arts, music, science, and literature; play equipment and materials, personnel consideration, parent and community relationships. *Miss Sogard.*

H. Ec. 40-2 Clothing Design

4 sem. hrs.

*Prereq.: H. Ec. 20 and
H. Ec. 30 or consent of
the Director.*

Fundamentals of clothing design and pattern drafting. Designs of clothing developed through pattern drafting techniques. Fashion through the centuries; the effects of times and mores. *Miss_____.*

H. Ec. 43-2 Experimental Foods

4 sem. hrs.

*Prereq.: Chem. 20 or 31
and H. Ec. 33*

Physical and chemical factors affecting the quality of cooked food, including analysis of standard recipes and procedures. Review of recent research in foods. Individual problems. *Miss Patterson.*

H. Ec. 45-1 Advanced Nutrition

4 sem. hrs.

*Prereq.: Biol. 34,
Chem. 21, H. Ec. 25,
or equivalents*

Recent research in nutrition. The role of each dietary essential in the maintenance of optimum health; problems of food fortification; interrelationships of nutrients; treatment and prevention of nutrition deficiencies; enrichments and faddism. *Mrs. Abbott.*

H. Ec. 46-2 Diet Therapy

4 sem. hrs.

*Prereq.: H. Ec. 45 or
consent of the Director*

Diet in the treatment of disease. Changes in metabolism and their relationships to dietary requirements and food intake. *Mrs. Abbott.*

H. Ec. 47-1, 2 Consumer Education

4 sem. hrs.

Choice-making, budgeting, and market selection problems facing consumers in the use of income for present and future needs. Protection of consumers in the market, standardization, labeling, pricing, credit, insurance, and investment. *Miss Bevacqua.*

H. Ec. 48-2 Advanced Child Development

4 sem. hrs.

Prereq.: H. Ec. 35

Intensive study of the child from conception through the first eight years of life; special emphasis on the influences of family, school, and peer group. Reviews of current professional journals. *Miss Sogard.*

H. Ec. 49-2 Experience with Children

4 sem. hrs.

Prereq.: H. Ec. 35 and 38

Observation and experience in early childhood group dynamics and behavior, communicating with young children and handling individual and group problems. Individual conferences supplement varied field experience. *Miss Sogard.*

H. Ec. 51-2 House Planning and Interior Decoration

4 sem. hrs.

Each student plans the layout and decoration of a house; chooses the community in which the house might be built and the plot of land where it is to be placed; considers traditional and new methods of house planning and building. Choice and use of furniture; wall, floor, and window treatment; emphasis on color, line, and texture; and budget limitations, family needs, and requirements of modern living. *Mrs. O'Connor.*

H. Ec. 52-1 Institution Management

4 sem. hrs.

Quantity food purchasing and production; institution equipment maintenance and purchasing; college, hospital, hotel, restaurant,

140 *Home Economics*

Enrollment: limited to students following specialization in institution management and dietetics

H. Ec. 54-1

4 sem. hrs.

Enrollment: limited to students following the specialization in home economics education.

Students enroll concurrently in *H. Ec. 55*

and school lunch feeding; field experiences in current situations.

Cost of transportation and meals when on field assignments, approximately \$20. *Mrs. Abbott* and Members of the Department.

Curriculum and Methods in the Teaching of Home Economics

Before student teaching (*Home Economics 55*), methods of selecting, organizing, and evaluating learning experiences in the teaching of home economics in junior and senior high schools. After student teaching, seminars on home economics in vocational and adult education, the professional role of the home economist, and individual teaching problems. *Mrs. Gawne*.

H. Ec. 55-1

8 sem. hrs.

Enrollment: limited to students enrolled concurrently in *H. Ec. 54*

Student Teaching in Home Economics

Six weeks' teaching in junior and senior high schools near Boston. Planning experiences for boys and girls in foods and nutrition, clothing, home management, child study, consumer education, and personal and family relations; directing other school activities. Seminar one hour per week during student teaching period. Cost of transportation to co-operating centers, approximately \$50. *Mrs. Gawne*.

H. Ec. 56-2

4 sem. hrs.

Prereq.: *H. Ec. 25* and 33 or equivalents, and consent of the Director.

Offered only if there is sufficient demand.

Introduction to Public Health Nutrition

The role of nutrition in such public health programs as maternal and child health, school health, chronic disease, and gerontology. An explanation of the functions and interrelationships of members of the public health team: medical health officer, public health nurse, health educator, sanitarian, and nutritionist. Field experience in health agencies at state and local levels. Cost of transportation for field assignment, approximately \$15. *Miss _____*.

H. Ec. 57-2

4 sem. hrs.

Open to third- and fourth-year students in all schools

Family Relations

Characteristics of the American family today, challenges and problems of various family developmental stages with special emphasis on factors basic to successful family living. *Mrs. Gawne*.

H. Ec. 59-1, 2

2 or 4 sem. hrs.

Prereq.: consent of the Director

Individual Study in Home Economics

Individual work in one of the areas of home economics. Members of the Department.

H. Ec. 200

4-8 sem. hrs.

Thesis in Home Economics Education

Degree candidacy in the graduate program in home economics education required. Individual study in an area of special interest. Regular conferences with the staff throughout the period of registration. *Mrs. Gawne*, *Miss Ross*, and Members of the Department.

Honors Programs

Honors programs are offered to qualified students in the Schools of Education and Science. In the School of Education, pregraduate programs in English, French, Spanish, economics, government and history are available. (See page 67.)

The School of Science offers programs in chemistry and physics. (See pages 89 and 90.)

Requirements for honors programs include:

1. Independent study at an advanced level to the extent of at least 4 semester hours.
2. Satisfactory completion of either a thesis, a project, or other investigation approved by the department in which the honors candidate majors.
3. The passing of a suitable comprehensive examination prepared and graded in the department in which the honors candidate majors.
4. Election of the honors program by the student in her junior or senior year, with the approval of the department in which she majors, admission being granted only if the student has an overall 3.0 quality point average at the time of her application for admission.
5. Maintenance of an over-all quality point average of 3.0.
6. Readmission of the student into the regular curriculum if she either petitions to withdraw from the honors program or if she fails to maintain the necessary quality-point average. It is understood that a student withdrawing from her honors program may be required to take any courses the department considers necessary for completion of the degree.

Individual Study 60-1, 2

4-8 sem. hrs.

Nearly all departments arrange through individual study courses to allow a student to concentrate in some field of special interest in which she may do original investigation. These courses are conducted exclusively by individual conferences and reports, and the hours and credits are specifically determined for each student. They are open, with the approval of the Chairman of the Division in which the course is offered, the Director of the School in which the student is registered, and the instructor, to third- or fourth-year students who have maintained a general average of B throughout their college course. A student may register for only one individual study course in any semester.

Introduction to the College

The freshman course concerning Simmons and its programs. The first half-year is intended to assist the first-year student in her adjustment to new responsibilities and environment. Talks are given on study habits and techniques, health, social relationships, self-understanding, and other pertinent subjects.

During the second half-year the Directors describe the offerings of their Schools. The Chairmen of Divisions discuss the elective courses in academic subjects. Vocational information is presented by the Director of Placement and by the Directors of Schools. Individual conferences with the Directors of Schools give the freshmen opportunities for questions and discussion. *Miss Clifton* and special lecturers.

Latin

Latin 21-1, 22-2

4 or 8 sem. hrs.

Prereq.: three or more years of secondary-school Latin, or a satisfactory score on the placement test

Offered: as a year course, though either semester may be taken separately

Major Latin Writers

Reading and discussion of certain major writers. Intended for those who wish to continue Latin beyond secondary school. In the first semester, prose, including Cicero's essays, Pliny, Sallust, and Livy. In the second semester, drama and poetry: Terence, Plautus, Virgil, Ovid, Horace, Catullus, and Lucretius. The literary value of these authors and their contribution to Western culture. *Mr. Keizer.*

Library Science

Courses in library science are open only to graduate students. See the bulletin of the School of Library Science for course descriptions.

- 101. The Library as a Social Institution
- 106. School Library Service
- 107. Reference Methods
- 108. Bibliographical Methods and Government Publications
- 109. Literature of the Social Sciences
- 110. Service to Adult Readers
- 113. Literature of the Humanities
- 114. Organization and Administration of Special Libraries
- 115. Cataloguing and Classification: Introduction
- 117. Cataloguing and Classification: Comparative Study
- 118. Technical Services
- [S120. Modern Book Publishing and Publishers
Not offered in 1965 summer session.]
- [123. Audio-Visual Services
Not offered in 1965-66.]
- 131. Research and Bibliographical Method in Subject Fields
- 170. The Book Arts and Rare Books
- 172. Theory of Administration
- 173. Administrative Problems in Book Selection
- [S180. Interpreting Literature for Children
Not offered in 1965 summer session.]
- 181. Service to Children
- 183. Literature for Young Adults

- 184. Literature of Science and Technology
- S185. Machine Applications to Libraries
- [S190. Comparative Librarianship: European and American
Not offered in 1965 summer session.]

Seminars

- 201. Seminar in Library History
- 202. Advanced Problems in Library Administration
- 203. Research in Library Administration
- 206. Seminar in School Library Service
- 207. Seminar in Reference Literature and Services
- 208. Seminar in Subject Bibliography
- 210. Seminar in Library Adult Education Services
- 211. Seminar in Reading Guidance of Children
- 212. Seminar in Reading Guidance of Young People
- 213. Seminar in Special Library Service
- 215. Seminar in Classification and Subject Cataloguing
- 217. Seminar in Cataloguing
- 218. Seminar in Government Publications
- 220. Seminar in the History of Books and Publishing

Mathematics

Math. 10-1 Calculus I

4 sem. hrs. Coordinates, lines, and conics. Differential and integral calculus of algebraic functions. Applications to maxima, minima, areas, volumes, and physical problems. Members of the Department.

Prereq.: high school algebra, geometry, and trigonometry

Math. 11-2 Calculus II

4 sem. hrs. Polar coordinates; parametric equations. Calculus of transcendental functions. Technique of integration. Indeterminant forms, improper integrals, and applications. Members of the Department.

Prereq.: Math. 10

Math. 12-1 Calculus I

4 sem. hrs. Same topics as *Mathematics 10*. Intended for the student with superior high school preparation. Members of the Department.

Prereq.: high school algebra, geometry, trigonometry, and placement by the Department

- Math. 13-1, 2** Calculus II
4 sem. hrs. Same topics as *Mathematics 11*. Members of the Department.
Prereq.: Math. 12
- Math. 15-1, 2** Introductory Statistics
4 sem. hrs. Elements of probability and statistics. Analysis of data, statistical distributions, measures of central tendency, etc. Applications to economics, psychology, biology, and other fields. Intended primarily for students in the biological, behavioral, or social sciences. Members of the Department.
Prereq.: high school algebra
- Math. 20-1, 2** Calculus III
4 sem. hrs. Coordinate geometry of three dimensions. Vectors, infinite series, partial derivatives, multiple integration, and applications. Members of the Department.
Prereq.: Math. 11 or 13
- Math. 21-2** Finite Mathematics
4 sem. hrs. Mathematical logic, algebra of sets, combinatorial problems and elementary probability theory, vectors and matrices. Applications to social and behavioral sciences. Members of the Department.
Prereq.: high school algebra
- Math. 30-1** Differential Equations
4 sem. hrs. Methods of solving ordinary differential equations. First order equations, higher order equations, and linear differential equations. Applications to the sciences. *Mr. DeSua.*
Prereq.: Math. 11 or 13
- Math. 31-2** Probability and Statistics
4 sem. hrs. Elements of probability theory. Binomial, Poisson, Gaussian, and other distribution functions. Measures of central tendency, correlation, and significance tests. *Mr. Brown.*
Prereq.: Math. 11 or 13
- Math. 32-1** Modern Geometry
4 sem. hrs. Axiomatics and the foundations of geometry. Modern Euclidean, projective, and non-Euclidean geometries. *Mr. Hitchcock.*
Prereq.: Math. 11 or 13, or consent of the Department
- Math. 33-2** Applied Mathematics
4 sem. hrs. Selected topics from infinite series; Fourier series and integrals; Laplace transforms; gamma, beta, and Bessel functions; vector analysis; and others. Applications to the sciences. *Mr. _____.*
Prereq.: Math. 30
- Math. 34-1** Linear Algebra
4 sem. hrs. Linear vector spaces, linear transformations, matrix theory, inner products, and applications. Selected topics from dual spaces, bilinear functions, quadratic forms, determinants, and eigenvalues. *Mr. _____.*
Prereq.: Math. 21, or consent of the Department

- Math. 35-2** Complex Variables
4 sem. hrs.
Prereq.: Math. 20
 The complex number system. Analytic functions, differentiation, and the Cauchy-Riemann equations. Complex integration, Taylor and Laurent series, residues. Conformal mapping. *Mr. Leverich.*
- Math. 40-1** Introductory Modern Algebra
4 sem. hrs.
Prereq.: Math. 21, or consent of the Department
 Number systems and their extensions. The elements of groups, rings, integral domains, and fields. Selected other topics. *Mr. Brown.*
- Math. 41-2** Numerical Methods
4 sem. hrs.
Prereq.: Math. 11 or 13, or consent of the Department
 Numerical solution of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Techniques of programming digital computers. Programming practice at the M.I.T. Computation Laboratory. *Mr. _____.*
- Math. 42-1** Advanced Calculus I
4 sem. hrs.
Prereq.: Math. 20
 Concepts of analysis; limits, continuity, sequences and series, the Riemann integral, functions of several variables, and other selected topics. *Mr. DeSua.*
- Math. 43-2** Advanced Calculus II
4 sem. hrs.
Prereq.: Math. 42
 A continuation of *Mathematics 42*. *Mr. DeSua.*
- Math. 45-1, 2** Selected Topics in Advanced Mathematics
4 sem. hrs.
Prereq.: consent of the Department
 The content of this course is determined in part by the needs and interests of the students. Offered only if there is sufficient demand. Members of the Department.
- Seminar in Mathematics
 Selected topics in mathematics. Required of all third and fourth-year students specializing in mathematics or the teaching of mathematics. Members of the Department.

Medical Technology

Courses in medical technology are held at the Beth Israel Hospital and are not open to students in other programs of the College. They are of twelve months duration, starting in the summer immediately after the end of the academic year.

- Med. Tech. 40-0** Clinical Chemistry
8 sem. hrs.
 The application of modern analytical chemistry to clinical medicine. The broader aspects of human biochemistry. Laboratory work to

develop proficiency in the performance of approximately twenty-five common procedures and some understanding of rare and more complicated analyses.

Med. Tech. 41-2**Blood Grouping and Banking**

4 sem. hrs.

Techniques of blood grouping, Rh typing, and crossmatching tests. Special testing for blood-group antibodies and the preparation of fractions of blood. An orientation into records, donor requirements, and bleeding technique.

Med. Tech. 42-0**Medical Bacteriology**

8 sem. hrs.

Methods of identifying medically important bacteria. The student is instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e. g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods.

Med. Tech. 43-1**Histologic Techniques**

4 sem. hrs.

Principles of tissue staining and the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and post-mortem examinations. Special techniques such as frozen section and celloidin imbedding.

Med. Tech. 45-0**General Diagnostic Methods**

8 sem. hrs.

The collection of samples of both venous and capillary blood; hematology; the simpler screening techniques and the morphology of stained films of peripheral blood and bone marrow; general diagnostic tests applied to other body fluids; microscopic examination of the urinary sediment; kidney physiology.

Music**Mus. 20-1, 2****Introduction to Music**

4 sem. hrs.

The development of European music, with emphasis on major musical forms and the characteristics of music from the pre-baroque to Debussy. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 21-1**The Classical Period**

4 sem. hrs.

The music and significance of Haydn, Mozart, and Beethoven. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings. *Mr. Cleaves, Mr. _____.*

Mus. 22-2 Contemporary Music

4 sem. hrs. Recent European and American musical developments, with attention to political, social, and economic influences on modern composers. Guided listening to recordings, study of musical scores, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 23-1 Introduction to Opera

4 sem. hrs. The music and librettos of selected operas. Guided listening to recordings, discussion of scores and librettos, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 24-2 The Romantic Period

4 sem. hrs. Principal musical forms and styles from Beethoven to Debussy. Guided listening to recordings, study of musical scores, and attendance at concerts. *Mr. Cleaves, Mr. _____.*

The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between The New England Conservatory and Simmons College, duly enrolled students in Simmons College may elect to include in their programs, for full credit, any courses normally offered by The Conservatory, subject to certain specified conditions. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the dean of Instruction by the director of a School or the chairman of a Division. The student will then be referred to The Conservatory, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Nursing

N. 20-1 Introduction to the Profession of Nursing

2 sem. hrs. Orientation to the practice of professional nursing; emphasis on present-day concepts of nursing and preparation required; overview of the heritage of nursing. *Miss Houston.*

N. 21-0 Fundamentals of Nursing

12 sem. hrs. The philosophy, concepts, and skills essential to the sound practice of basic nursing care. Learnings reinforced through selected clinical experiences. An introduction to pharmacology and to the fundamentals of normal nutrition are included. *Miss Hubbard, Miss Sebastian, Miss O'Brien, Mrs. Abbott.*

N. 23-1, 2 Group Dynamics

2 sem. hrs. Basic principles of group dynamics. Opportunity provided for students to function as members of a group and to observe forces operating within a group. *Mrs. Osborne.*

N. 25-2 Social Foundations of Nursing

2 sem. hrs. Historical foundations of modern nursing and the influence of contemporary society. Current trends, issues, and problems. *Miss Houston* and Members of the Department.

N. 31-1 Nursing of Adults

8 sem. hrs. Patient-centered approach based on commonalities of nursing problems. Clinical experience in nursing care of patients with medical-surgical conditions. *Miss Burrill, Mrs. Erlandson, Mrs. Johns, Miss Foley, Mrs. Porter, Mrs. Abbott.*

N. 33-2 Advanced Nursing of Adults

8 sem. hrs. Continuation of *Nursing 31-1* with activities designed to include more complex nursing-care problems. *Miss Burrill, Mrs. Erlandson, Miss Foley, Mrs. Porter, Mrs. Abbott.*
Prereq.: N.31-1

N. 41-1, 2 Nursing of Mothers and Infants

8 sem. hrs. Emphasis on the concept of the maternity cycle as a normal physiologic event. Physical, social, and emotional aspects basic to the care of mothers and infants; practice in hospital and outpatient units. *Miss Solberg, Miss Schoppee, Miss Kallaus.*

N. 43-1, 2 Nursing of Children

8 sem. hrs. Developmental approach to the care of sick children; effect of disease on normal growth and development; current trends in prevention, diagnosis, and therapy. Role of the nurse in guidance of parents and children; practice in the hospital, and observation in other community agencies. *Miss Solberg, Miss Schoppee, Miss Kallaus.*

N. 45-1 Nursing Practicum

8 sem. hrs. Principles and concepts basic to practice in selected aspects of modern nursing. Experience provided within the clinical setting to correlate the theory with the practice of nursing. *Mrs. Erlandson* and Members of the Department.

N. 51-1, 2 Psychiatric Nursing

8 sem. hrs. Principles of dynamic psychiatry; symptomatology and treatment of mental illness; guided experience with selected patients. Visits to preventive and curative community resources. *Mrs. Dutra, Miss Cotton, Dr. Washburn,* and others.

N. 52-1 Seminar in Nursing

4 sem. hrs. Study of the forces which influence the development of nursing as a profession; the major issues and current trends in nursing with projections for the future; professional organizations; planning for continuing professional and personal growth. *Miss Houston.*

N. 53-1, 2 Public Health Nursing

8 sem. hrs.

Study of principles of public health and public health nursing with the opportunity for their application to family and community situations. Guided experience in family health service. *Miss Lord, Dr. Sternfeld.*

N. 54-1, 2 Independent Study in Professional Nursing

4 sem. hrs.

Prereq.: consent of the
Director

An elective course conducted by individual conferences. Opportunity to concentrate on a topic of special interest by utilizing methods such as searching the literature, discussion, observation of selected nursing activities. Members of the Department.

N. 55-2 Nursing in Disaster

Non-credit

Methods of saving life and maintaining health in times of natural and enemy-caused disaster. Principles of mass care and treatment, including adaptations required by limited personnel, utilities, equipment, and physical facilities. Identification and exploration of the role of the nurse. *Miss Burrill* and others.

Orthoptics

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary (except *Orthoptics 43* which is given at the Harvard Medical School) and are not open to students in other programs of the College.

Orth. 43-0 Physiological Optics

5 sem. hrs.

Physical and physiological optics. Given at the Harvard Medical School to postgraduate students in ophthalmology. Work on the optical bench. *Mr. Boeder.*

Orth. 47-0 Orthoptics

23 sem. hrs.

Actual work with patients under the supervision of the orthoptic technician in charge of the clinic. Lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry. *Dr. Johnson, Dr. Pollen, Dr. Sloane, Dr. Friedman, Dr. Reinecke, Dr. Boruchoff, Miss Stromberg.*

Philosophy

Phil. 20-1 Philosophical Classics

4 sem. hrs.

Reading and discussion of selected writings of such thinkers as Plato, Descartes, Hume, James, and Russell. *Mr. Anderson.*

Phil. 21-2 Basic Problems of Philosophy

4 sem. hrs.

Consideration of some of the persistent issues of philosophy: substance and cause; knowledge and truth; freedom and responsibility. *Mr. Rohrberg.*

Phil. 22-1 Logic and Knowledge

4 sem. hrs.

Language and definition, argument and inference, validity and truth—the nature of formal and material knowledge. A survey of traditional logic, some work with the propositional calculus, and brief study of the problem of induction — explanation, verification, and the grounds of belief. *Mr. Anderson.*

Note: Students may elect either *Philosophy 20* or *21* but not both; courses listed above are regularly open to first-year students; and all students are urged to take *Philosophy 20, 21, or 22* before electing any of the following courses.

Phil. 23-2 Philosophy of Religion

4 sem. hrs.

Consideration of the meaning and value of religious belief. The primary questions and materials of the course are drawn from some basic myths and concepts within the Judaeo-Christian tradition. *Mr. Anderson.*

Phil. 24-2 Philosophy of Science

4 sem. hrs.

General study of some of the more prominent conceptions of the nature of scientific knowledge; special study of the structure of scientific explanation. *Mr. Rohrberg.*

Phil. 25-1 Ethics and Society

4 sem. hrs.

Critical study of conflicting theories of the right and the good with continuing reference to selected practical problems of contemporary life. Readings from Aristotle, Kant, Mill, and Dewey. *Mr. Rohrberg.*

Phil. 26-2 Philosophy of Art

4 sem. hrs.

Reading and discussion of divergent interpretations of aesthetic value, with emphasis on the problem of defining the work of art. *Mr. Rohrberg.*

Phil. 27-1 History of Philosophy I

4 sem. hrs.

A survey of primary questions and philosophical viewpoints within the classical tradition, from the pre-Socratics to St. Thomas Aquinas. *Mr. Rohrberg.*

Phil. 28-2 History of Philosophy II

4 sem. hrs.

Prereq.: consent of
the instructor

Basic issues in philosophy from the Renaissance to Kant. Emphasis on the relation of individual viewpoints to wider currents of modern thought, as well as on the critical study of original works. *Mr. Anderson.*

Phil. 29-1 Contemporary Philosophy

4 sem. hrs.

Prereq.: consent of
the instructor

Intensive study of some theories of knowledge, of mind and body, and of the individual, advanced by nineteenth and twentieth century philosophers: Marx, Mill, Kierkegaard, James, Ryle. *Mr. Anderson.*

Phil. 30-2 American Philosophy

4 sem. hrs.

Prereq.: consent of
the instructor

Outstanding nineteenth and twentieth century interpretations of man and his place in nature, from Transcendentalism to Existentialism. Preliminary readings in Edwards and Emerson, extensive readings in Peirce, James, Santayana, Dewey, and Blanshard. *Mr. Anderson.*

Physical Education

Physical Education For First-Year Students

Participation in two hours a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with the Health Office.

A course in Fundamentals of Physical Education is required for one period during one semester. This course is designed to help each student understand and apply the basic principles of efficient movement in all activity; evaluate her own status with respect to posture, physical fitness, and motor skill; develop an individual program to help improve and maintain her fitness, figure, and physical efficiency.

The remainder of the freshman requirement is fulfilled through courses which provide opportunities for each student to acquire or improve skill in activities of her choice which she can enjoy during and after college. The courses scheduled during the two semesters are: dance (ballroom; folk, country, and square; modern), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, skating, skiing, softball, swimming, tennis, volleyball), conditioning activities, figure and fitness workshops, and recreation leadership.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program. *Miss Rowe, Miss Olmstead, Mrs. Greene, Mrs. Bloy.*

Physical Education for Upperclass Students

While there is no requirement in Physical Education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular freshman program, and are encouraged to participate in the dance and sports activities sponsored by the Department in cooperation with the Dance Club and the Simmons Recreation Association.

Phys. Ed. 21-0 Physical Education in Physical Therapy I

2 sem. hrs.

Recreation for the Handicapped. Two hours a week during the first semester. Adapted games and sports, social recreation, and camping for handicapped children and adults. Visits to hospitals and hospital schools, directed teaching in school for handicapped children.

Rhythmic Activities. One hour a week during the first semester. Fundamentals of rhythmic movement, methods, and materials in recreational dance-ballroom, folk, and country. Adaptations for the physically handicapped, and practice teaching.

Swimming. One hour a week during the second semester. Development of maximum individual proficiency, confidence, and endurance. *Miss Rowe, Miss Olmstead, Mrs. Greene.*

Phys. Ed. 31-0

2 sem. hrs.

Physical Education in Physical Therapy II

Swimming for the Handicapped. One hour a week during the first semester. Methods in adapted swimming strokes for the physically handicapped.

Fundamentals of Movement and Corrective Exercise. One hour a week during the second semester. Development of good body mechanics; principles and techniques of corrective procedures as a foundation for later courses in therapeutic exercise. *Miss Rowe, Miss Olmstead.*

Physical Therapy**Physical Therapy Orientation**

The field of physical therapy including historical background, current procedures, illustrative case histories, and observation of treatment at the Children's Hospital Medical Center. Required for second-year students in the physical therapy program.

Classes in physical therapy are held in affiliating hospitals, and are not open to students in other programs of the College.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the summer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

Phys. Th. 30-12

12 sem. hrs.

Advanced Human Anatomy

Dissection of anatomical material. Lectures to correlate the anatomy of the skeletal and neuromuscular systems with functional consideration. Dissection is performed by the students. *Dr. Pappas* and associates.

Phys. Th. 32-2

1 sem. hr.

Psychology of the Handicapped

Psychology as applied to individual differences, development growth, and adjustment. Psychodynamic mechanisms with special reference to disease and trauma. *Dr. Hackett* and Members of the Department of Psychiatry, Massachusetts General Hospital.

Phys. Th. 33-23

4 sem. hrs.

Orthopedic and General Surgery

Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. *Dr. Green, Dr. Trott, Dr. Colodny,* and associates.

- Phys. Th. 34-3** Neurology
1 sem. hr. Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting locomotion, with symptomatology and treatment. *Dr. Watkins.*
- Phys. Th. 35-3** Medicine
1 sem. hr. Illustrated lectures on general medicine with special emphasis on those conditions in which physical therapeutic measures are effective. *Dr. Ford, Dr. Alpert, and associates.*
- Phys. Th. 36-3** Psychiatry
1 sem. hr. Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. *Dr. Prager.*
- Phys. Th. 37-2** Pathology
2 sem. hrs. Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. *Dr. Cohen.*
- Phys. Th. 39-12** Electrotherapy
2 sem. hrs. The physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and technique of application. Lecture, demonstration, and laboratory practice. *Dr. Shriber, Miss Hall.*
- Phys. Th. 40-1** Massage
2 sem. hrs. Principles and techniques of massage, and its application in physical therapy. Lecture, demonstration, and laboratory practice. *Miss Hall.*
- Phys. Th. 41-123** Therapeutic Exercise
8 sem. hrs. Classification, purposes, and principles of exercise as a therapeutic agent. Techniques of performance. Anatomical, mechanical, and physiological aspects of motor activity and procedures for the evaluation of motor deficit. Selection and modifications of exercises in specific disabilities. Methods of teaching. *Miss Cogland, Mrs. Zausmer, Miss Ionta, Miss Warren, Mrs. Brewer.*
- Phys. Th. 42-3** Hydrotherapy
Lecture, demonstration and practice in the use of water as a therapeutic agent. Special emphasis on underwater-exercise functional activity. *Miss Cogland, Miss McCarthy.*
- Phys. Th. 43-23** Ethics and Administration
Principles of medical ethics and law for physical therapists. Inter-professional relationships, administrative responsibilities. *Miss Cogland, Miss Ionta, Mrs. Brewer, and associates.*

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Phys. Th. 44-23

Clinical Practice

8 sem. hrs.

Supervised experience in the practice of physical therapy in the departments of affiliating hospitals and rehabilitation centers. Clinical instruction in the selection and development of individual or group activity. Participation with others in total patient care. 600 hours. *Mrs. Zausmer, Miss Eiden, Miss Ionta, Mrs. Brewer, and associates.*

Phys. Th. 45-23

Orientation to Nursing Techniques

Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; precaution techniques; and other nursing procedures with which physical therapists should be familiar. *Miss Trafton.*

Phys. Th. 46-3

Cerebral Palsy

1 sem. hr.

Neurologic and pathologic mechanisms, clinical aspects, methods of evaluation and treatment. Observation in the Cerebral Palsy Unit of the Children's Hospital Medical Center. *Dr. Banks, Miss Lane, and associates.*

Phys. 47-3

Functional Training

2 sem. hrs.

Lecture, demonstration, and practice in teaching functional activity to the handicapped; functional evaluation tests and gait analysis; the use of crutches, braces, prosthetic appliances, and other assistive devices. *Miss Eiden, Miss McCarthy.*

Phys. Th. 48-3

Occupational Therapy

Principles and application. 15 hours. Members of the Occupational Therapy Department, Bay State Medical Rehabilitation Clinic. *Miss O'Neill.*

Physics

Phys. 10-0

Elementary Physics

8 sem. hrs.

Prereq.: high school algebra

Lectures, demonstrations, and laboratory work in mechanics, heat, sound, electricity, optics, and atomic physics. Members of the Department.

Phys. 11-0

General Physics

8 sem. hrs.

Prereq.: Math. 11 or 13

Lectures, lecture demonstrations, and laboratory work in mechanics, heat, light, electricity and magnetism, and atomic physics. Calculus used. Members of the Department.

Phys. 21-2

Electricity and Magnetism

4 sem. hrs.

Topics chosen from among electrostatics, Gauss's Law, dielectrics, steady currents, magnetic field of a current, motion of charges in a

*Prereq.: Phys. 10 or 11,
and Math. 20*

magnetic field, electromagnetic induction, Maxwell's equations, magnetic materials, Poynting vector, electromagnetic radiation. *Mr. Zier.*

Phys. 23-1

Mechanics

4 sem. hrs.

*Prereq.: Phys. 10 or 11,
and Math. 11 or 13*

Topics chosen from among dynamics of a particle, systems of particles, rigid bodies, gravitation, moving coordinate systems, and mechanics of continuous media. *Mr. Zier.*

[Phys. 33-1

Optics*

4 sem. hrs.

*Prereq.: Phys. 10 or 11,
and Math. 20, or consent
of the instructor
Not offered in 1965-66.]*

Class and laboratory work in reflection, refraction, lenses, diffraction, interference, polarization, and dispersion.

[Phys. 35-2

Thermal Physics*

4 sem. hrs.

*Prereq.: Phys. 10 or 11,
and Math. 30
Not offered in 1965-66.]*

First and second laws of thermodynamics, the concepts of entropy, work function, and thermodynamic potentials, kinetic theory of gases, transport phenomena, Maxwellian distribution of velocities, classical and quantum statistical mechanics.

Phys. 36-1

A. C. Circuits and Electronics I*

4 sem. hrs.

*Prereq.: Math. 20, and
Phys. 10 or 11*

Class and laboratory work chosen from among transient response of circuits, A. C. circuits and the use of complex numbers in circuit analysis, the mechanism of various types of electron emission, vacuum tubes, rectifiers, amplifiers, double triode on-off circuits, non-linearity and heterodyning, electrical properties of semiconductors, lattice vibrations, band theory and transistors. *Mr. Vernon.*

Phys. 37-2

A. C. Circuits and Electronics II*

4 sem. hrs.

Prereq.: Phys. 36

A continuation of *Physics 36*. Class and laboratory work. *Mr. Vernon.*

[Phys. 42-1

Atomic Physics*

4 sem. hrs.

*Prereq.: Phys. 23
(completed or taken at
the same time), and
Math. 20
Not offered in 1965-66.]*

Class and laboratory work in radiation, the Bohr model, de Broglie waves, spectra, electron configuration of the elements, special relativity; introduction to quantum mechanics.

*Offered in alternate years.

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[Phys. 43-2 Nuclear Physics*

4 sem. hrs.

Prereq.: Phys. 21
(completed or taken at
the same time), and
Phys. 42

Not offered in 1965-66.]

Class and laboratory work in radioactivity, elementary particles, transmutation, nuclear structure, and cosmic rays.

Phys. 44-1 Theoretical Physics I*

4 sem. hrs.

Prereq.: Phys. 21, 23
and Math. 20

Topics in mechanics, electromagnetism, and statistical mechanics not covered in the previous courses, such as Lagrange's and Hamilton's equations, canonical transformations, matrices, rigid body motion, radiating electric dipole, quantum statistics, quantum mechanics, and boundary value problems. Mr. Zier.

Phys. 46-2 Theoretical Physics II*

4 sem. hrs.

Prereq.: Phys. 44 and
Math. 30

A continuation of *Physics 44*. Mr. Zier.

Phys. 50-0 Research in Physics

2-8 sem. hrs.

Open only upon
invitation

An investigation of some special topic involving a search of the literature and also probably some experimental work culminating in a thesis. Members of the Department.

Seminar in Physics

Current topics in physics. Required of third- and fourth-year students majoring in physics. Members of the Department.

Psychology

Psych. 20-1, 2 Introduction to Psychology

4 sem. hrs.

Methods of studying the major dimensions of human behavior: learning, perception, motivation, personality. The possibilities of a science of human behavior, and its implications. Criteria for interpreting behavioral data and evaluating theories. Members of the Department.

Psych. 30-1, 2 Child Psychology

4 sem. hrs.

Prereq.: Psych. 20

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. Mr. Lowe.

*Offered in alternate years.

Psych. 31-1, 2 The Psychology of Adjustment

4 sem. hrs.

Prereq.: Psych. 20

Open only to upperclass students

Factors which affect development of personality leading to normal adjustment or to maladjustive and neurotic behavior with emphasis on the process of learning as basic. Psycho-therapy, psychosomatic, and conduct disorders considered. *Miss Jones.*

Psych. 32-2 Physiological Psychology

4 sem. hrs.

Prereq.: Psych. 20 and
Biol. 25

A survey of the existing information regarding various behavior mechanisms—homeostasis, sensory processes, learning, motivation, emotions, sleep, and personality disorders. *Mr. Zigler.*

Psych. 33-2 Psychology of Adolescence

4 sem. hrs.

Prereq.: Psych. 20

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Applications to teaching and guidance. Lectures, discussion sections, field projects. *Mr. Dunbar.*

Psych. 34-1, 2 Experimental Psychology

4 sem. hrs.

Prereq.: Psych. 20

Open only to upperclass students

The problems involved in the design and execution of psychological experiments. *Miss Carterette.*

Psych. 35-2 Statistics and Experimental Design

4 sem. hrs.

Prereq.: Math. 15, and
Psych. 20

The relationship between statistics and experimental design and the logic underlying several basic analyses of variance designs will be discussed. A number of the relevant computational procedures will be applied to psychological data. *Miss Carterette.*

Psych. 40-1, 2 Social Psychology

4 sem. hrs.

Prereq.: Psych. 20, and
Soc. 20 or Psych. 31

Attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group organization, morale, and leadership; a survey of the belief systems of representative social groups; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict. *Mr. Needham.*

Psych. 41-1 Principles of Psychological Measurement

4 sem. hrs.

Prereq.: Psych. 20 and
Math. 15

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration. Elective for fourth-year students. *Mr. Deane.*

Psych. 42-2 Seminar in Clinical Psychology

4 sem. hrs.

Prereq.: Psych. 31 and
Psych. 41

A dynamic approach to the study of human behavior through scoring and interpreting Thematic Apperception and Rorschach protocols. Case histories illustrating the major symptom-syndromes are analyzed from a diagnostic and therapeutic viewpoint.

Each student is required to present interpretive material giving evidence of understanding of psychodiagnostic procedures and of fundamental psychotherapeutic principles. Elective for fourth-year students. *Mr. Deane.*

Psych. 43-1, 2

4 sem. hrs.

Prereq.: Psych. 31

Enrollment: limited to fifteen students

Personality Theory

The investigation of the various approaches in current personality theories including primarily those oriented toward the psychoanalytic, the social psychological, and the general and integrative. *Miss Jones.*

Psych. 50-1, 51-2

4 or 8 sem. hrs.

Prereq.: Psych. 32, and

Psych. 35. Open only

to seniors in the Psych. Measurement programs, with consent of the Chairman of the Division. This is normally a year course.

The first semester's work is prerequisite to the second

Psychological Field Work

Field work in hospital-clinical or business and industrial settings. This course is given outside the College. Lectures by staff personnel; testing and research work under supervision.

Psych. 65-2

4 sem. hrs.

Directed Study: Senior Thesis

Members of the Department

Publication

Pub. 20-2

4 sem. hrs.

Communications Media

An introduction to the principles of communication, the mass media, and their relations to our society and our economy. *Miss Williams.*

Pub. 30-1

4 sem. hrs.

Journalism

The discipline of straight, factual writing in reporting and in editorial and feature writing. *Mr. Fessenden, Mr. Poole.*

Pub. 31-2

4 sem. hrs.

Prereq.: Pub. 30

Article Writing

Writing articles for publication. Study and discussion of published material; and reading, discussion, and criticism of student work. *Mr. Fessenden, Mr. Poole.*

[Pub. 32-2 Writing on Assignment

4 sem. hrs.

Prereq.: Pub. 30

Enrollment: limited to twenty students
Not offered in 1965-66.]

For students preparing for work on newspapers or other publications. Much of the writing is completed during the class period, directly on the typewriter, from detailed assignments. Attention is also given to planning features, copyreading, head writing, and make up.

Pub. 33-2 Advanced Composition I

4 sem. hrs.

Prereq.: Pub. 30 and consent of the instructor
Enrollment: limited to twelve students

A "free-writing" course. Each student may write in whatever form or forms interest her; the only requirement is that each student complete a specified amount of writing and revision. Reading, discussion, and criticism of the students' writing. *Mr. Bosworth.*

Pub. 34-1, 2 Advanced Composition II

4 sem. hrs.

Prereq.: Pub. 33 and consent of the instructor
Enrollment: limited to twelve students

For students who have completed *Publication 33* and who wish to continue with a second semester of writing under instruction. Each student meets individually with the instructor. *Mr. Bosworth.*

Pub. 35-2 Publicity

4 sem. hrs.

Prereq.: Pub. 30

For students looking forward to work in public relations. Institutional and educational publicity, and practical training in publicity procedure: analyzing the needs of the client, outlining campaigns, and preparing and placing copy. Special attention to preparation of radio programs, plays, continuity, and to editing script for radio. *Mr. Fessenden.*

Pub. 36-2 Advertising Copy Writing

2 sem. hrs.

Enrollment: limited to sixteen students

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Miss Parks.*

[Pub. 37-2 Magazine and Industrial Editing

2 sem. hrs.

Not offered in 1965-66.]

For students who look forward to editorial employment on consumer and industrial publications. Various specialized types of editing: the woman's magazine, the trade publication, the house organ, the company report, the personnel handbook, and industrial publicity. Study and discussion of the problems of consumer and industrial writing and editing, the study of models, and the writing and criticism of individual projects. Experts from the field talk to the class about their specialties.

Pub. 38-1 Children's Books and Periodicals

2 sem. hrs.

A brief survey of children's literature with emphasis on the reading interests and abilities of various age groups and present tendencies in writing and publishing for boys and girls. *Mrs. Viguers.*

- Pub. 40-1** Copy and Proof
4 sem. hrs. Exercises and tests, based on the *Manual of Style and Words into Type*, to develop a professional attitude toward the problems of "form" and "style" in the preparation of copy for publication and in the techniques and problems of reading proof. *Mr. Bosworth.*
- Pub. 41-0** Editing and Publishing Techniques
4 sem. hrs. Technical problems in book, magazine, and industrial publishing: printing methods, illustrations, types of paper, book and magazine design, costs of production, literary contracts, and laws governing the press. *Mr. Valz.*
- Pub. 42-1, 2** Graphic Arts Laboratory
2 sem. hrs. A pressroom course in the techniques of converting copy into print. Student project in both letterpress and offset. *Miss Bratton.*
- Pub. 44-2** Editing and Publishing Project
2 sem. hrs. A fully prepared publication from idea to manufacturing specifications, including writing, editing, design, production, and promotion. Student choice of subject matter, with instructor's approval. *Miss Bratton.*
Prereq.: Pub. 41 and 42
- Pub. 45-1** Graphic Design
4 sem. hrs. The principles of pure design as applied to the problems of graphic presentation in black and white and in color, in the design of advertising, magazines, and books. *Miss Bratton.*
Prereq.: Pub. 41 and 42
- Pub. 46-1, 2** Publishing Seminar
4 sem. hrs. Each student assists, under the direction of the editor, in the editing and publishing of the College magazine. The various editorial and technical processes involved in the publication of a magazine are performed by the students under professional guidance. *Miss Williams.*
Prereq.: Pub. 41 and 42
- Pub. 47-1, 2** Printing Workshop
2 or 4 sem. hrs. An individual project course. Each student carries through from design to press a project in fine printing. Work on the project is supplemented by directed study of historical and contemporary fine printing. *Miss Bratton.*

Publication Lectures

During the college year a number of men and women distinguished in various activities in the editorial and publishing fields address the students in the School. These lectures supplement the School program and provide effective orientation. Attendance of juniors and seniors is required.

Field Study

An important and required part of the professional training in the fourth year is senior field study. Each spring all fourth-year and graduate students in the School of Publication leave the College for two weeks of field study in the area of their choice. Students have done their field study in book and magazine publishing, in journalism and public relations, and in radio, television, and advertising. When the field study is to be done away from Boston, students must plan for their own maintenance during the two-week period.

Russian

Russ. 10—0 Beginning Russian

8 sem. hrs.

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need. *Miss Mamikonian.*

Russ. 20—0 Intermediate Russian

8 sem. hrs.

Prereq.: Russ. 10 or the equivalent

Review and completion of basic syntax correlated with reading of graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Miss Mamikonian.*

Russ. 30—0 Advanced Russian

8 sem. hrs.

Prereq.: Russ. 20 or the equivalent

Intensive reading and translation. *Miss Mamikonian.*

Social Studies

Soc. St. 10—0 The Development of Contemporary Society

8 sem. hrs.

A course designed to provide a basic part of the general education of the student. Study of the development of western civilization to gain an appreciation of the role of modern institutions and a perspective of the culture in which we live. Emphasis on cultures and institutions in significant periods, rather than history as such. Instruction in relatively small discussion groups, supplemented by lectures, visual aids, and reading in original sources and literary works. A foundation course for further work in the social studies, but may be elected at any point in a student's college career. *Mr. Kahl, Mr. Tollefson, Mr. Hawthorne, Mr. Hunter, Mr. Halko, Mrs. Milburn, Mr. Edelstein.*

Social Work

Classes in social work are held at the School of Social Work, 51 Commonwealth Avenue, Boston 02116, and are open only to graduate students. A catalogue giving more detailed information may be obtained by writing to the Director, School of Social Work.

I. Theory and Practice

A. The Social Services

First Year

- S. W. 10 Social Work Processes and Resources
- S. W. 11 Public Social Welfare Programs
- S. W. 13 Child Welfare

B. Human Growth and Behavior

First Year

- S. W. 20 Principles of Human Behavior
- S. W. 21 Clinical Psychiatry
- S. W. 23 Health and Disease

Second Year

- S. W. 221 Psychoanalytic Theory of the Neuroses
- S. W. 224 Problems of Learning

C. Social Work Practice

First Year

- S. W. 30 Social Casework
- S. W. 31 The Group Process
- S. W. 32 Methods of Social Research
- S. W. 33 Social Work and Change

Second Year

- S. W. 231 Seminar in Social Casework
- S. W. 237 Group Dynamics
- S. W. 238 Seminar in Social Work Practice
- S. W. 239 Social Casework with Children
- S. W. 240 Seminar in Administration and Community Planning
- S. W. 251 Seminar in Social Studies

II. Field Work

- S. W. 50 Field Work, First Year
- S. W. 250 Field Work, Second Year

III. Courses on Undergraduate, Extension, and Community Bases

- Soc. 40 Introduction to the Fields of Social Work
(An undergraduate course offered at The Fenway. See page 164.)
- S. W. 40 Statistical Methods
- S. W. 301 Seminar in Advanced Casework
Public Welfare Seminars
- S. W. 302 Seminar in Casework Practice

Sociology

Soc. 20-1, 2 Introduction to Sociology

4 sem. hrs.

Theoretical analysis of social structure, social functions and dysfunctions, conformity, deviation, and social change. Factual emphasis on the institutions of "total" societies, thus on family and other kin groups, economic and political institutions, religion, and social classes. Emphasis on large "advanced" societies, but some attention also to primitive (non-literate) societies. *Mrs. Theodore, Mr. Hozid.*

Soc. 31-2 The Family

4 sem. hrs.

Prereq.: Soc. 20

The structural principles necessary in all kinship systems, with brief treatment of the most important ranges of variation. Readings on marriage and the family in various societies. Main emphasis on courtship, marriage, and the family in the United States; basic structural characteristics, trends of change, and "practical" problems insofar as sociology can illuminate them. *Mrs. Theodore.*

Soc. 32-1 Minorities in Urban Society

4 sem. hrs.

Prereq.: Soc. 20

Major focus on the urban setting and on problems arising out of minority group membership. Examination of the dynamics and the distribution of individual problems brought on by minority group membership and the consequences of minority group relations for urban society. Selected topics, including the causes and consequences of prejudice and discrimination, the institutional patterns of intergroup relations, and the evaluation of strategies to reduce prejudice and discrimination, with emphasis on the individual, social, and cultural levels. *Mr. Hozid.*

Soc. 34-1 Social Problems

4 sem. hrs.

Prereq.: Soc. 20

The impact of industrial society upon the origin and development of social welfare. Major emphasis on the evolution of urban-industrial society and of the social problems emerging therefrom, with special attention to the growth and extension of organized humanitarian efforts in the United States and elsewhere. *Mr. Hozid.*

Soc. 36-2 Crime and Delinquency

4 sem. hrs.

Prereq.: Soc. 20

An examination of the social and environmental influences in the genesis of delinquent and criminal behavior along the casual-career continuum. The adequacy of the apprehension, detention, imprisonment, and rehabilitation of offenders. Specific topics include: the meaning of criminology, methods and techniques of analysis, the social structure and crime, selected patterns of criminal activity, the administration of justice, the reform and prison community, treatment, prediction, and prevention. *Mr. Hozid.*

Soc. 38-2

4 sem. hrs.

Prereq.: 8 sem. hrs. in sociology or consent of the instructor

Enrollment: limited

Seminar in Analysis of Community Problems

The urban community substantively and analytically. Under substantive: education, family, work, leisure, religion, government, and social welfare; under analytical: social class, leadership, and power structure. Such community problems as alcoholism, crime and delinquency, family breakdown, and school drop-outs; also models of analysis and concern with diagnosis and with alternative methods of changing situations. Seminar readings and discussions supplemented by an investigation of one carefully selected area, the specific topic to reflect the current research interests of the instructor. Research, usually of a field-work nature, generally required, but a knowledge of statistics *not* assumed. *Mr. Hozid.*

Soc. 39-1

4 sem. hrs.

Prereq.: Soc. 20 or consent of the instructor

Enrollment: limited

Seminar in Sociological Analysis of the School

An analysis of problems and issues in education from a sociological point of view. Consideration of the various roles involved, such as parent, student, teacher, administrator, and guidance personnel, as well as school-community relationship and differential organizational arrangements. The general function of education in an urban society to be the general framework, with such selected topics as role conflict, social and educational mobility, the school, and behavioral problems, with special emphasis on the culturally deprived child. Seminar readings with discussions supplemented by exploring a carefully delimited area with the specific topic selection reflecting the current research interests of the instructor. Research, field or library, generally required, but a knowledge of statistics *not* assumed. *Mr. Hozid.*

Soc. 40-1

4 sem. hrs.

Open to third- and fourth-year students and to graduate students who are interested in social work and allied fields

Introduction to the Fields of Social Work

Fields of social work, their background, and present status and goals. A discussion group to acquaint students with the social agencies and institutions, and the conditions and concepts from which they have emerged. Field trips to observe welfare work. *Mr. Rutherford, Miss Kelley.*

Spanish**Span. 10-0**

8 sem. hrs.

Introduction to Spanish

Intensive oral practice combined with elements of grammar and the reading of contemporary literary texts. Lectures and papers to acquaint the student with the civilization and culture of the Hispanic world. *Mrs. Marichal, Mr. _____.*

Span. 20-0

8 sem. hrs.

Prereq.: Span. 10 or the equivalent

Hispanic Civilization

Review of basic principles of pronunciation and grammar, critical reading and discussion of modern texts of Hispanic literature and civilization. Prepares for *Spanish 31, 32 and 34, and 35, 36.* *Mrs. Maisterra, Mr. _____.*

Span. 23-0 Intermediate Spoken Spanish

8 sem. hrs.

Prereq.: Placement test or consent of the instructor

Intensive oral-aural practice in two laboratory hours and review of problem areas of grammar and pronunciation in two class hours. *Mrs. Maisterra.*

Span. 25-0 Twentieth Century Readings

8 sem. hrs.

Prereq.: high achievement in placement test or in *Span. 10*

Contemporary Hispanic literature supplemented by a rapid grammar review and oral-aural practice in the laboratory. Prepares for all 30 courses. *Mrs. Maisterra.*

Span. 31-1, 32-2 Literature of the Spanish People

4 or 8 sem. hrs.

Prereq.: *Span. 20* or the equivalent

Major works of Spanish literature from the Middle Ages to the present. The emergence of literary forms studied against the background of the contemporary society. *Mrs. Marichal.*

[Span. 33-1 Spoken Spanish

4 sem. hrs.

Prereq.: consent of the instructor
Not offered in 1965-66.]

Intensive oral-aural practice in two class meetings and three individually planned laboratory hours. For majors and students of superior language aptitude.

[Span. 34-2 Conversation and Composition

4 sem. hrs.

Prereq.: consent of the instructor
Not offered in 1965-66.]

Laboratory exercises, oral reports, and themes based on current Spanish and Spanish-American texts and periodicals. Language review and practice writing.

[Span. 35-1, 36-2 Major Writers of Modern Spanish America

4 or 8 sem. hrs.

Prereq.: *Span. 20* or the equivalent, a reading knowledge of Spanish.
Not offered in 1965-66.]

The main currents of Hispanic American history and thought from 1810 to the present as expressed in the writings of such authors as Bolívar, Sarmiento, Bello, Rodó, Martí, and others. The most significant essays, novels, and poems in relation to the contemporary literary movements in Europe and the United States.

Span. 42-1 The Fiction of Cervantes and His Predecessors

4 sem. hrs.

Prereq.: *Span. 31, 32* or *35, 36*, or the equivalent

The development of Spanish fictional prose from the 1450's to Cervante's death, with special emphasis on *Don Quixote*. Particular attention will be paid to Cervantes' original use of his literary inheritance. *Mrs. Marichal.*

[Span. 43-1 The Drama and Theatre in Spain

4 sem. hrs.

Prereq.: *Span. 31, 32* or *35, 36*, or the equivalent
Not offered in 1965-66.]

From the Middle Ages to the present, with special emphasis on Lope de Vega, Tirso de Molina, Calderón, and García Lorca.

Span. 44-2 Modern Spanish and Hispanic-American Poetry

4 sem. hrs.

Prereq.: Span. 31, 32 or 35, 36, or the equivalent

The principal poets of the Spanish-speaking nations from Rubén Darío to Octavio Paz. Particular attention will be paid to such dominant figures as Juan Ramón Jiménez, Antonio Machado, González Martínez, Lugones, César Vallejo, García Lorca, Borges, and Pablo Neruda. *Mrs. Marichal.*

Span. 45-1 Advanced Language and Style

4 sem. hrs.

Prereq.: Span. 31, 32 or 35, 36, or the equivalent

History of the Spanish language, its development traced and illustrated in the reading of texts from the Middle Ages to the present time. *Mrs. Maisterra.*

[Span. 46-2 Unamuno and Ortega y Gasset

4 sem. hrs.

Prereq.: Span. 31, 32 or 35, 36, or the equivalent
Not offered in 1965-66.]

Study of their major works in relation to contemporary European thought.

Span. 47-2 Advanced Language and Style

4 sem. hrs.

Prereq.: Span. 31, 32 or 35, 36, or the equivalent

Review of recent trends in romance linguistics. Different methods of literary interpretation applied in the analysis of specific texts. Seminar reports and papers provide opportunity for students to work directly on problems of teaching language and literature. *Mrs. Maisterra.*

Span. 65-0 Directed Study: Senior Thesis

4 sem. hrs.

Members of the Department.

Honors Seminar in Spanish

Periodic meetings under the auspices of the Department. For students who intend to enter graduate school.





The College Campus

The College Educational Buildings

The major College educational buildings are situated near the southern end of The Fenway, facing the downtown section of Boston. The chief administrative offices and the various instructional facilities are located here.

The Main College Building

This structure consists of a central portion completed in 1904, a west wing completed in 1909, and an east wing completed in 1929. It contains the administrative offices, classrooms, laboratories, the College auditorium, and numerous auxiliary facilities.

The Bancroft Beatley Building

Completed in 1961, this building provides excellent library facilities for students and faculty, including spacious reading and browsing rooms, and complete audio-visual facilities.

Lefavour Hall

Also completed in 1961, Lefavour Hall contains a portion of the library facilities, including the stacks; general classrooms; the offices of the Schools of Library Science and Publication and the specialized instructional facilities for these departments; and student and faculty lounges.

The Library. To supplement instruction in the various courses, the College maintains a working collection of approximately 118,000 volumes, to which important additions are made each year. The book collection is especially strong in basic reference and bibliographical resources. A wide range of periodicals is also available for the use of students in all departments of the College. Outstanding special collections are maintained in the School of Library Science, located on the fourth floor of Lefavour Hall, and at the School of Social Work. A competent professional staff provides instruction in the use of the library and stands ready to assist individual students and members of the faculty in furthering the solution of problems of study and research. The main library is open for use during the evenings and on weekends, when the College is in session, for the convenience of students and faculty. A student handbook on the College Library, distributed each year during the registration period, contains detailed information on library services and procedures.

In Metropolitan Boston, the student has access to one of the world's great library centers. Through cooperative arrangements with many libraries in the Boston area, Simmons College students may, upon application to the Reference Librarian in the College Library, secure access to a variety of highly specialized materials at these institutions.

Physical Education Facilities. Two rooms on the first floor of the west wing of the main College building are equipped for the Department of Physical Education. The dressing rooms, showers, and lockers are in the basement. Sport fields, with an archery range and tennis courts, are in the rear of the College building.

The Cafeteria. The cafeteria is located in the basement of the west wing of the main College building and is open Monday through Friday when the College is in session.

The Coöperative Store. The Simmons Coöperative Store, in the basement of the east wing of the main College building, is open every weekday except Saturday from eight-thirty to four-thirty. Here students may purchase or order books, stationery, and so forth. At the end of the year the net profits revert to student organizations.

School of Social Work

Classes for students in the School of Social Work are held at 51 Commonwealth Avenue, Boston. In this building is the library of the School of Social Work, including the important and valuable collection of books and pamphlets relating to charities which was transferred to the College by the Boston Children's Aid Society.

Residence

The residence campus includes nine residence halls, two small houses, a central dining room, and a small auditorium-recreation hall. Hastings and Turner each house 15 to 18 students and are adjacent to the site of the new Infirmary, which is to be ready in the fall of 1965. Alumnae Hall was originally used as the refectory, but after the opening of Bartol Hall, the central dining room, a stage was constructed and it is now used as a recreation center and auditorium. With North and South Halls, which house between 60 and 70 students each, these buildings comprise the west end of the campus. Evans Hall, a dormitory for about 75 students, was named for Mrs. Maria Antoinette Evans, who with her husband contributed generously to the College endowment; Arnold, named in memory of Sarah Louise Arnold, the first Dean of Simmons College; Dix, in honor of Dorothea L. Dix, said to be the first woman actively interested in mental hygiene, and a great portion of whose personal fortune was given to the College; and Morse, named for Frances Rollins Morse, a charter member of the Corporation, accommodate approximately 120 students each. Simmons, the largest of the halls with 179 students living in the two wings, is at the east end of the campus facing The Fenway. Mesick Hall, opened in 1961, honors Jane Louise Mesick, Dean Emeritus of the College. Smith Hall, named for Dr. Richard M. Smith, was dedicated in November, 1964, and houses 144 students. Dr. Smith, long the Chairman of the Corporation, is a well-known physician in Boston and an Emeritus member of the Children's Hospital Medical Center Staff.



General Information, Regulations, and Student Life

Administration and Government

The Corporation of Simmons College has entrusted the government of the College to the faculty, which consists of the President, the Vice President, the Dean, the full-time professors of the various grades, the instructors and lecturers who have had three years of experience in college teaching, one year of which has been at Simmons College, and such other members of the staff as the Executive Committee may designate.

The Student Government Association, of which all students registered in the regular undergraduate program are automatically members, has been

entrusted by the faculty and the administration with the welfare and best interests of the students. Every student who enrolls at Simmons College must realize that by registering as a student in this institution, she is agreeing to uphold the standards of conduct and integrity stated in the Honor Code, and to accept the regulations imposed by the Honor Board. Each student assumes the responsibility for doing her own work in all phases of the academic program, including the taking of examinations without faculty proctoring. In the social realm, the students agree to obey the campus regulations established by the Student Government and in matters of health and safety, by the administration. It is expected that students will conduct themselves in a manner acceptable to the concept and interpretation of the spirit of the Honor System.

A student is admitted to Simmons College with the expectation that she will accept and abide by the high standards of conduct and scholarship established by the faculty and administration. The College reserves the right to require any student to withdraw who does not maintain acceptable academic standing. The College also reserves the right to dismiss a student who does not meet the requirements of conduct and order, or whose behavior is inconsistent with the standards of the College.

A student who plans to marry during the college year must notify the Dean *in advance*. The College does not provide housing for married students, and permission to continue in residence following marriage must be secured from the Dean. The student who fails to comply with these regulations may be asked to withdraw from the residence campus.

Registration and Classes

At the beginning of each year, every student is required to register for her proposed program of studies. After the first year, the director of the School in which a student is enrolled has the immediate supervision of her progress and standing and must approve all changes in her schedule of studies. A change of school after the first year must have the approval of the Committee on Programs and Academic Standing.

Attendance is required at all college classes. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obliged to grant requests for make-up or supplementary work, regardless of the reason for absence.

College appointments take precedence over all other commitments, including outside employment, between the hours of 8:30 a.m. and 4:45 p.m. from Monday to Friday, inclusive, except on legal holidays.

Attendance may be required at class exercises meeting at other than these regular hours; in some programs after-hour and Saturday classes are

scheduled for the convenience of part-time students. Should it be necessary, the semi-annual examination periods may include Saturdays, in which case attendance is required.

Withdrawal

An undergraduate student who is obliged to withdraw from the College during the academic year must notify the Dean *in advance*. Her withdrawal becomes effective on the date on which the College receives written notification from her parents or guardian.

Degrees and Diplomas

A candidate for a degree or diploma is expected to complete the work of the program in the normal number of college years. When a student enrolled in a program leading to any degree or diploma withdraws for a length of time which would extend the work of the program to a period longer than normal, the nature and amount of the additional work, if any, required for satisfactory completion of the program will be determined by the faculty upon recommendation of the Director of the School concerned.

By vote of the Corporation, any outstanding financial obligation to the College must be discharged before a degree or diploma will be granted.

The Degree of Bachelor of Science

The requirements for the degree of Bachelor of Science are as follows:

- I. All entrance requirements.
- II. Satisfactory completion of distribution requirements, as follows:
 - a. *English 10* or *11*, or the equivalent.
 - b. Competence in a foreign language, to be demonstrated in one of these several ways:
 1. by successful completion of eight semester hours of foreign language courses on the second-year or intermediate level;
 2. by completion of a foreign language course on the first-year or introductory level with the grade of at least A—;
 3. by passing a proficiency test in a foreign language to be administered at the beginning of the college year and toward the end of each semester;
 4. by an appropriate grade in the foreign language proficiency test of the College Entrance Examination Board.
 - c. Eight semester hours in the Division of Science.
 - d. Eight semester hours in the Division of Social Studies.

- e. Eight semester hours in literature, the arts, or philosophy. ("Literature" may include advanced courses in foreign languages at or above the level of *French 28, German 20, Latin 21, 22, Russian 20, Spanish 20.**)

III. All the prescribed subjects in some definite four-year or five-year program printed in the catalogue, or in some specific program approved by the director of the School.

IV. Completion of a minimum of 128 semester hours, of which at least 124 must be completed with a passing grade.

V. A quality point average, based on a normal 32-semester-hour program, equivalent to at least 1.67 in each year.

VI. An applicant for the degree is expected to do her final year of work at the College. Only under exceptional circumstances will this rule be waived.

The Degree of Bachelor of Arts

Students in the pregraduate program in the School of Education pursuing a course of study leading to the degree of Bachelor of Arts must satisfy requirements I through VI stated for the degree of Bachelor of Science, and must in addition complete satisfactorily the following:

- a. A comprehensive examination during the second semester of the senior year in the student's field of concentration.
- b. A senior thesis in the student's field of concentration.

Degrees with Distinction

Students whose total academic achievement satisfies these requirements are granted degrees with distinction: Highest Distinction, 3.5; High Distinction, 3.2; and Distinction, 3.0.

The Degree of Master of Science

The conditions for obtaining the degree of Master of Science are as follows:

- 1. Every candidate for the degree of Master of Science must hold the baccalaureate degree from Simmons College or from some other accredited institution.
- 2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.

*Such a course will satisfy both this requirement and the language requirement.

3. The subjects elected must be approved by the Faculty Committee on Programs and Academic Standing, and by the heads of the schools or divisions in which they are taken.

4. Customarily, admission to degree candidacy is granted upon the recommendation of the school concerned after the candidate has satisfactorily completed at least 16 semester hours of work at Simmons College and given convincing evidence of professional promise.

5. The candidate must pursue studies at the College for at least one year after receiving the baccalaureate degree. The year's work must be the equivalent of at least 32 semester hours. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

Diplomas

Diplomas are granted to students who complete successfully the one-year programs in Business Administration, in Medical Technology, in Orthotics, in Publication, and the year-and-a-half program in Physical Therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

Marks and Valuations

The marks which are given each year, based on the class work and on the examinations given at the end of the course, are: A (excellent), B (good), C (fair), D (low), E (failure), AW (Approved Withdrawal), UW (Unapproved Withdrawal), RW (Required Withdrawal). The mark of D implies that special conditions regarding dependent courses and graduation may be imposed by the faculty. In case any such conditions are imposed, both the student and the parents or guardian are notified.

In determining the general quality of a student's work, the following valuations have been established: A = 4, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = 0.67.

Academy

The *Academy* is the honor society of Simmons College. Students of superior attainment may qualify for admission at the beginning or the end of the senior year.

Residence

The College residence campus, a group of nine residence halls and two small houses, is located in Boston about a quarter of a mile from the main building. Life in these college residences is an essential component of the educational program of Simmons College. Group living affords the opportunity to promote the development of independence and responsibility through a wide variety of activities shared by students and faculty. The residence halls are under the general supervision of the Dean, who is represented by the Director of Students, whose staff includes a Resident Head in each residence hall. The direction of matters of conduct and order is assumed by the Student Government Association working in close cooperation with the Dean and Director of Students.

All undergraduate students who do not live in their own homes or with immediate relatives are expected to live in the College residence halls. Exceptions to this rule may be made only with the *prior* approval of the Dean. Rooms are reserved *for the entire college year* and any changes in residence during the college year must receive the approval of the Dean *in advance*.

All students who live on campus are expected to eat their meals in Bartol Hall at the regularly scheduled times. No special dietary arrangements are possible without the authorization of the College Health Office.

Room Deposit

A deposit of \$100 is required before a room can be reserved in the College residence halls and remains on deposit during the entire time that the student is in residence. New students (freshmen and transfers) receive the bill for this deposit with the formal notification of acceptance for admission. Students who plan to enter the residence halls at the beginning of the second semester should see the Director of Students, following payment of the deposit, well in advance of the opening of the semester.

Refund of the Room Deposit

1. If a student has remained in residence until graduation, refund of the entire deposit, minus any outstanding financial obligations, will be mailed within two weeks after Commencement.

2. If a student withdraws from the residence halls *at the close of the academic year*, and notification is received by the Dean's Office *on or before July first* of that year, the room deposit entitling her to a room reservation for the ensuing year, will be refunded. If notification of withdrawal from the residence halls is *received later than July first*, the room deposit will be forfeited.

3. If a student withdraws from the residence halls *at the close of the*

first semester or at any other time *during the academic year*, the room deposit will be forfeited.

4. If a room is not occupied after the second week of the college year, the reservation will be cancelled and the room deposit forfeited unless special arrangements have been made.

Assignment of Rooms and Rules of Residence

Most of the rooms in the College residence halls are double rooms; there are a few two-room suites and single rooms in North, South, and Evans Halls. Students already in residence choose their rooms in the spring. Lots are drawn in the order of classes, the juniors having the preference. Rooms are assigned to upperclass students, freshmen, and students entering with advanced standing from other colleges, in that order. Candidates for admission to the College as resident freshmen make application for rooms after receiving notice of acceptance in April. Notice of room assignment is mailed to the student early in September.

Students may enter the College residence halls the day registration begins and are expected to leave the day after their final classes or examinations. Exceptions to this rule are made only with the permission of the Dean or the Director of Students.

All College halls and houses are closed during the Thanksgiving, Christmas, and spring vacations. Exceptions are sometimes made at Thanksgiving for foreign students and for other students who live at great distances from the College. Arrangements must be made in advance with the Director of Students.

The College provides the essential furniture for each room, but does not include rugs, window curtains, or bed spreads. Students must furnish blankets, towels, pillows, and bed linen, or rent them from the local agency designated by the College. It is expected that each individual will show respect for College property and for the belongings of the other students. Although the College does not assume responsibility for the personal possessions of students, it takes reasonable care to protect them.

Student Life

All student activities at Simmons College are closely correlated with the educational program so that they contribute to the growth and development of the student in all areas of her college experience. Those organizations which are administered through the Council of the Student Government Association are listed below: Student Committee on Programmed Events, SCOPE, which provides programs of interest to all

members of the College community; International Relations Association; Recreation Association and Outing Club; and the United States National Student Association. The other student organizations are the Drama Society, Glee Club, Chamber Ensemble, Modern Dance, the religious groups (Inter-Varsity Christian Fellowship, Hillel Foundation, Newman Club, Orthodox Club, and Christian Science Organization), and the professional clubs such as the French Club and the Physical Therapy Club. In addition, students are represented on the faculty Committee on Students and Student Affairs.

Foreign Students

All interested students, as well as foreign students, are encouraged to become members of the International Student Association of Greater Boston, of which Simmons College is a member, and which maintains a Center at 33 Garden Street, Cambridge. Facilities are provided for social and cultural events for foreign students and their American friends through activities which include teas, lectures, discussion groups, outings, dances, concerts, and hospitality in American homes. Foreign students who arrive in Boston before the College residence halls open may obtain temporary accommodations through the Center. The Simmons College Alumnae Association provides a host family for each Simmons College student from a foreign country.

Student Publications

Student publications include the senior yearbook, *Microcosm*; the weekly newspaper, the *Simmons News*; the literary magazine, *Potpourri*, the publication of distinguished student papers written for any course, *Essays and Studies*; the handbook of information and regulations for all students, *Inside Simmons*; and the magazine published for the entire college community including the alumnae, the *Simmons Review*, which is edited by members of the senior class in the School of Publication.

Alumnae Association

An organization of over 16,000 former students, both graduates and non-graduates, the Alumnae Association serves and extends the interests of Simmons College. While continuing the spirit of fellowship among its members and strengthening their relations with the College, the Association works for the educational interests of women. The Alumnae Office is located in the main College building. The office of the all-College publication, the *Simmons Review*, is in Lefavour Hall, adjoining the Beatley Library.

Health

It is the purpose of the College to conduct a health program which will result in graduating women physically as well as mentally fit to enter the professions for which they have prepared. Two hours a week of physical education are required of all first-year students, and upperclassmen are encouraged to participate in the activities which interest them. (See page 151.)

No student is permitted to register for a full-time program (twelve semester hours or more) until a satisfactory certificate of health including reports on certain tests and immunizations, for which the College provides forms, is on file with the College physician. A student returning to the College after absence of a semester or more may be required to submit a new health certificate. Good health is important, and any handicap should be mentioned in the application for admission and noted on the health certificate, so that any arrangement for special attention may be made prior to college entrance.

Each young woman who files a health certificate is given a general physical examination by the College physician, or one of her assistants, at the College just before or soon after the beginning of the college year, and whenever thereafter it may seem advisable.

A student may be refused admission, or required to withdraw from the College if the examination reveals a condition of health which, in the opinion of the College authorities, makes it unwise for her to undertake or continue college work.

The staff of the Health Department includes the Director of Health, three other physicians, a consulting psychiatrist, a roentgenologist, an X-ray and laboratory technician, and nurses.

The College physician holds office hours daily in the main College building, and has general supervision of the Infirmary. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross). The nurses at the Infirmary are directly responsible to the physician.

Minor illnesses are treated by the physician either in her office or in the Infirmary, but students whose illness may be severe or prolonged are referred to hospitals or approved physicians in the city. Upon the request of a student's parents, reports of treatments or consultations with the College physician are sent to the family physician. It is requested that parents do not allow students to return to the College at the end of vacations if they

have contracted any contagious disease. This includes severe sore throats and any upper respiratory infection in its first three or four days.

The health fee (page 181) covers a maximum of five days of infirmary care a year, exclusive of medication. Additional infirmary care and any expense for treatment at a hospital or under the care of a consulting physician must be borne by the student or her family, who are if possible consulted in advance.

The College does not provide medicines, but such vaccinations or inoculations as may be required as prerequisites by the school in which the student is registered will be given without extra cost to the student. Students in the medical technology, basic professional nursing, and physical therapy programs are required to have immunization against smallpox, tetanus, diphtheria, typhoid, para-typhoid, and poliomyelitis. Any necessary diagnostic X-ray work will be done at the College with no additional expense to the student. X-ray examinations which require special apparatus cannot be done at the College and the cost of these must be borne by the student. Routine laboratory tests prescribed by the physician will be done without additional charge. An extra charge will be made for special chemistry and diagnostic tests, as they must be done in outside laboratories.

The College bears no responsibility for medical care of students during the summer months.

Participation in the Student Accident and Sickness Plan is compulsory for all full-time undergraduate students and for part-time or graduate students living in the College residence halls. Other students may enroll on a voluntary basis.

This student plan is designed, at this time, *to supplement, not replace*, the usual comprehensive hospitalization programs carried by most students, since these latter plans do not meet the most frequent student needs—ambulatory consultations, laboratory work, extra infirmary care, etc. Hospitalization in Boston costs \$28.00 per day minimum in a ward bed; semi-private or private care is much more expensive.

Expenses

The first bill includes one-half of the annual charge (minus the tuition deposit), the residence-hall key deposit, the first payment of the comprehensive fee, and the Student Accident and Sickness Reimbursement Insurance. The second bill includes the remainder of the annual charge, and the comprehensive fee.

Bills must be paid in advance. Payment of the first bill is due not later than October 1, 1965 and of the second bill, not later than February 4, 1966. For fourth-year students in medical technology, the first payment is due by

June 18, 1965. Checks should be made payable to Simmons College and presented at the Comptroller's Office.

Those parents who prefer to pay tuition and other fees in monthly installments may contract with Education Funds Incorporated, 10 Dorrance Street, Providence, Rhode Island 02901, for payment of regular charges. One-year, two-year, three-year, and four-year plans are available and include life and permanent disability insurance for the financially responsible parent and life insurance for the student involved. A brochure describing the plans and an application form will be mailed to all students during the month of August.

Since commitments for instruction and other arrangements are necessarily made for the full year in advance, no reduction or rebate of charges can be made in cases of extended absence or of withdrawal during the year. The College reserves the right to change any fees at the end of any term should conditions make it necessary.

Application Fee

A fee of \$15 is required at the time of application. This fee is not returnable and is not applied on any subsequent term bill.

Tuition Deposit

A deposit of \$50 is required of all candidates accepted for admission. After the spring meeting of the Committee on Admission the bill for this deposit is enclosed with the formal notification of the applicant's acceptance. This deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

Fees for Undergraduates and Students in Diploma Programs

Annual fee for full-time programs

For resident students (tuition, room, board)	\$2400
For non-resident students (tuition only)	\$1400

Fees for special full-time programs

School of Science

Final half-year in Physical Therapy

For resident students	\$920
For non-resident students	\$420

Partial programs (fewer than twelve semester hours per half-year)

\$45 per semester hour.

Late registration fee

\$5 for registration after the dates set for the purpose, unless excused by the Dean.

Late change of school fee

\$10 for change of school after the beginning of the semester.

Course change fee

\$2 for each change of course on the student's initiative after the first week of classes.

Make-up examination fee

\$5 for failure to appear at make-up examination, unless fee is waived by the Dean.

Additional Residence Charges

A deposit of \$100 is required before a room can be reserved in the College residence halls. (See page 175 for further details.)

A \$5 key deposit is required of all students living in the residence halls.

A \$3 fee is charged for any change of room after the beginning of the college year.

The residence charge for students who live in the residence halls during the six-week summer session is \$180.

Comprehensive Fee

A comprehensive fee of \$35 per semester is charged to all full-time undergraduate students. This comprehensive fee embraces the student activities fee, which contributes to the support of the *Simmons News*, Student Government Association, the various classes, and other student activities; the health fee; charges for the cost of supplies and materials used in courses; and the graduation fee.

The health fee covers the cost of medical examinations and consultations given by the College physician and her assistants, treatments which may be given by the College nurses, and a maximum of five days of care a year in the College Infirmary (with the exception of medications) as advised by the physician. Any infirmary care beyond five days is charged to the student at the rate of \$5 a day. Non-resident students who are confined to the Infirmary are charged for their meals at the current rate established by the dining hall management. A fee of \$2.50 is imposed on any student who fails to notify the Health Office if she is unable to meet an appointment made for her physical examination.

Course Fees

In certain areas students who are not required to pay a comprehensive fee may be charged individual course fees not to exceed \$35 per semester.

In *Biology 41* and in all chemistry laboratory courses each student is required to purchase a coupon book. Coupons remaining after the final check by the chemistry stockroom may be cashed at the Comptroller's Office.

Students enrolled in biology courses will be billed individually for personal breakage of laboratory equipment.

Fees for Graduate Programs*

Annual fee for non-resident students

For full-time programs \$1200

Partial programs (fewer than twelve semester hours per half-year)

\$38 per semester hour †

Summer programs

\$38 per semester hour

Library Science fees

A general fee of \$6 each semester and \$3 each summer is required of all full-time graduate students enrolled in professional courses in Library Science.

A fee of \$2 per course (not to exceed \$6 in any half-year) is required of all part-time students enrolled in Library Science courses.

Field work fee

\$10 per semester, required of all students in the School of Social Work enrolled in field work.

Thesis work

School of Education

\$35 for supervision of thesis.

School of Social Work

\$75 for supervision during each semester in which the candidate is not enrolled in *Social Work 251*‡, or \$37.50 for supervision during the summer months; \$10 reading fee for review of a thesis in final form after end of the summer or semester.

Graduation fee

\$7.50, required of all candidates for the degree of Master of Science or the diploma.

Other course fees, late registration fee, course change fee, and make-up examination fee

See page 180.

Health fee

\$25, required of all full-time women graduate students except those

*College graduates enrolled in diploma programs see page 180.

‡This fee applies also to all Continuing Education students who hold a baccalaureate degree and who enroll for partial programs consisting of either graduate or undergraduate courses or both.

‡See page 162.

enrolled in the School of Social Work. For a description of the services covered by the health fee see page 179.

Financial Aid

It is the policy and aim of Simmons College to make its educational opportunities available to as many promising students as possible who could not otherwise meet the full expense of a Simmons education. In each case sound character and intellectual promise as well as financial need are taken into consideration.

Financial aid is offered in the form of scholarships and loans and may be supplemented by term-time employment after the student has demonstrated her ability to carry college work successfully. (See *Placement*, page 40.) Most awards are made for the college year and may be applied to college charges only.

All students who apply for financial assistance must submit accurate evidence of need through the Parents' Confidential Statement of the College Scholarship Service. Information concerning application procedure may be obtained from the Director of Student Financial Aid.

Scholarships for Freshmen

Renewable Scholarships, from \$1,000 to \$1,800 a year, are offered in limited number to candidates of excellent ability. Continuance of these scholarships beyond the freshman year depends upon the maintenance of acceptable academic standing, good college citizenship, evidence of continued financial need, and *annual* application.

Six Special Scholarships are offered in addition to the above and are renewed for each of the four years under the same terms:

Two Regional Scholarships, of \$1,400 each, for resident students from any state within the United States except those in southern New England and the State of New York;

Simmons College Alumnae Association Scholarship of \$1,400;

Two Agnes M. Lindsay Scholarships of \$1,000 each;

General Motors Scholarship, up to \$2,000 a year depending upon individual need.

Smaller Scholarships, approximately twenty, range in value from \$200 to \$900 and are for the first year only.

Alumnae Club Scholarships, from \$100 to \$800, are offered by Simmons Clubs of the following areas, preferably to entering freshmen from the area:

Boston, Massachusetts	Philadelphia, Pennsylvania
Bridgeport, Connecticut	Portland, Maine
Cleveland, Ohio	Rhode Island
Hartford, Connecticut	Rochester, New York
Long Island, New York	South Shore, Massachusetts
Merrimack Valley, Massachusetts	Southern Fairfield County, Connecticut
Middlesex, Massachusetts	Washington, D.C.
New Haven, Connecticut	Wellesley-Needham, Massachusetts
Newton, Massachusetts	Westchester County, New York
North Shore, Massachusetts	Worcester, Massachusetts

Named or Endowed Scholarships (see page 185) are in some instances open to freshmen as well as to upperclass students.

Once a student has completed application for scholarship aid, she is automatically considered for any scholarship for which she is eligible. *It is not necessary to make special application for any one scholarship.*

Although freshman scholarships, with the exception of the Renewable and Special Scholarships, are for the first year only, the recipients of these awards generally may look forward to financial assistance in their upper-class years providing their academic achievement, college citizenship, and financial need continue to compare favorably with those of other applicants.

Application for Freshman Scholarships

Any student wishing to apply for financial aid in her freshman year must complete and file with the appropriate office the following three forms:

1. Application for admission to Simmons College, which may be obtained from and filed with the Director of Admissions.
2. Application for Simmons College scholarship, which will be sent upon request by the Director of Admission and must be returned to the Director of Student Financial Aid.
3. Parents' Confidential Statement, available from the applicant's secondary school, which must be filed with the College Scholarship Service, Box 176, Princeton, New Jersey, or Box 1025, Berkeley, California.

These three forms are due by

November first for early-decision candidates

February first for applicants under the regular admission plan.

Notification of scholarship awards will be mailed, insofar as possible, concurrently with admission decisions.

Scholarships for Upperclassmen

Scholarships for students already enrolled in the College are awarded competitively on the basis of academic achievement and need for financial

assistance. Character and college citizenship are also taken into consideration. Awards generally are made for the college year with one-half the assigned amount credited to each semester's bill.

Application for scholarships and other financial aid must be filed with the Director of Student Financial Aid by *March 15* of the academic year preceding that for which assistance is desired.

The Parents' Confidential Statement must be filed with the College Scholarship Service *annually* to support the applicant's declaration of financial need.

Students transferring from other colleges are eligible for scholarship consideration following the successful completion of at least one semester's work at Simmons.

Named or Endowed Scholarships for Undergraduates

Winifred Armstrong Scholarship Fund,^{*} for the benefit of a student from Calais, Maine.

Sarah Louise Arnold Memorial Scholarship Fund, established by alumnae and friends of Simmons College, for students entering their senior year.

Smith Tinkham Balkham Scholarship Fund,^{*} for the benefit of a graduate of Calais Academy, Calais, Maine.

B. Marion Brown Memorial Fund Scholarship, for a student in the School of Science or for one in the School of Home Economics who is specializing in chemistry.

Lillian Clark Brown Scholarship Fund,^{*} preference being given to a resident of New Britain, Connecticut, in need of financial assistance.

Nellie Parney Carter Scholarship Fund, to be used for maintaining scholarships in the College.

Ruth Chapman Memorial Fund,^{*} for a worthy student from the City of Portland, Maine.

Elizabeth Austin Church Scholarship,^{*} preferably for a student from Ohio or the Midwest.

Class of 1910 Memorial Scholarship Fund,^{*} to be used for maintaining scholarships in the College.

Dorothy Cleaveland Scholarship Endowment Fund, to be used for maintaining scholarships in the College.

Fannie F. and Alice W. Clement Scholarship Fund, for a student in the School of Home Economics.

Jane Conard Scholarship Fund, for students in the School of Home Economics and the School of Library Science.

Isabella N. Dunton Scholarship Fund, to be used for maintaining scholarships in the College.

^{*}Open to first-year students.

Nancy Kitfield Ellison Memorial Scholarship Fund, for a student in the School of Nursing.

Alice Ives Gilman Scholarship Fund, established in memory of the late Miss Gilman, an alumna of the College and a member of the administrative staff.

Sarah E. Guernsey D.A.R. Scholarship Fund,* established by the Massachusetts Chapter of the Daughters of the American Revolution in honor of Mrs. Sarah E. Guernsey, a former President-General of the National Society; preference to be given to an orphan of an American soldier.

Hayes Scholarship Fund, established by Lawrence W. Hayes, for the benefit of a qualified student.

Eleanor Hayward Memorial Fund, for current scholarships.

Maria Howard Hilliard Memorial Fund Scholarship, preferably for a student in the School of Home Economics.

Lavern Averill Hodgkinson Scholarship Fund, established by Mr. and Mrs. Harold D. Hodgkinson in memory of his mother.

Laura Rodman Hoffman Scholarship,* established by the members of the South Shore Simmons Club, for current scholarships.

Theodora Kimball Hubbard Scholarship Fund, the income to be used to recognize distinguished scholarship and achievement.

Sarah Orne Jewett Scholarship Fund,* contributed by friends of the late Sarah Orne Jewett, preference to be given to a student from Maine.

Mary Morton Kehew Scholarship Fund,* established as a memorial by the family of the late Mrs. Mary Morton Kehew, for many years a member of the Corporation of Simmons College.

Bess Loring Memorial Scholarship Fund,* to be used for maintaining scholarships at the College.

Ellen F. and Ida M. Mason Scholarship Fund, for needy and deserving students.

Microcosm Scholarship, provided from funds accumulated by the successive boards of editors of the *Microcosm*.

Emily Burns Mitchell Scholarship Fund,* preferably for a graduate of Calais Academy and High School, Calais, Maine.

Evangeline Hall Morris Scholarship Fund, for a student in the School of Nursing.

Frances Rollins Morse Memorial Scholarship Fund, established by friends of the late Miss Morse, a charter member of the Corporation and for many years a devoted friend of the College and its students.

Nellie James Neill Scholarship Fund, preferably for students engaged in studies in the relation of food to good health.

Josephine French Nichols Memorial Scholarship,* established by her husband and the members of the Bridgeport Simmons Club, for current scholarships.

Helen R. Norton Scholarship Fund, for a student in the Prince School Program in Retailing.

*Open to first-year students.

Emerette O. Patch Fund,* preference being given to applicants who are graduates of the Girls' High School of Boston, or who are graduates of the High School of Lexington, Massachusetts, provided that each applicant from the last-named school shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

Florence Stinchfield Patch Fund,* preference to be given to graduates of the High School of Lexington, Massachusetts, provided that each applicant shall, at the time of her application, have resided in Lexington for not less than five years immediately preceding.

John C. and Harriet W. Phillips Fund, to be used for maintaining scholarships in the College.

George Arlon Polsey Memorial Scholarship Fund, to be used for maintaining scholarships at the College.

Annis M. Rideout Scholarship Fund, for needy students.

Phyllis Dawson Rowe Memorial Scholarship Fund, for a superior student majoring in dietetics, preferably a junior, in the School of Home Economics.

Mrs. Winthrop Sargent Scholarship Fund, established in memory of the late Mrs. Winthrop Sargent of Boston, for the benefit of students in the School of Home Economics.

Sewall Scholarship Fund, derived from the accumulated fund of the former Boston Cooking School Corporation and available for students in the School of Home Economics.

Miriam Franc Skirball Scholarship Fund, established by friends in memory of the late Mrs. Skirball, a former instructor in the Department of English, to be awarded annually with the advice of the Director of the School of Publication.

Caroline T. Slater Scholarship Fund, a gift of the trustees of the Andrew C. Slater Fund, preference to be given to a student from Massachusetts.

Dorothy Spaulding Scholarship Fund,* preference to be given to a graduate of Potter Academy, in Sebago, Maine.

Katharine Lent Stevenson Scholarship Fund,* for the benefit of a member of the Woman's Christian Temperance Union, which reserves the right to appoint or approve recipients of the scholarship.

Mary Bosworth Stocking Fund, preferably for a student in the School of Home Economics.

Student Aid Fund, to aid needy and deserving students.

Sutter Memorial Scholarship Fund,* established in memory of the late Emma M. Sutter.

Clare L. Sweeney Scholarship Fund, to aid needy students in the School of Business Administration.

May Alden Ward Memorial Scholarship Fund, established by various organizations and individuals in memory of the late Mrs. May Alden Ward, preference to be given to a Massachusetts student.

Helen H. White Scholarship Fund, to aid needy and deserving students.

**Open to first-year students.*

Amasa J. Whiting Scholarship Fund, to assist in the payment of the tuition of a qualified student.

Women's Scholarship Association Fund.* Scholarships from this Fund are available for the aid of young women in general and Jewish young women in particular. Applicants must reside within a twenty-five mile radius of Boston. Preference is given to students entering the first-year class. The scholarship is awarded to a candidate recommended by the Women's Scholarship Association. Applications for the freshman year should be addressed to Mrs. Myron Stanton, 83 Ardmore Road, Needham Heights, Massachusetts 02194; for the upperclass years, to Mrs. Robert Masters, 54 Brentwood Avenue, Newton Centre, Massachusetts 02159.

Helen Wood Scholarship Fund, established by the Nurses' Club of Simmons College, to be awarded preferably to a graduate nurse enrolled in the General Nursing Program or to an undergraduate student in the School of Nursing who comes recommended by the Director of that School.

Scholarships for Graduate Students

Scholarships are offered in limited number to students who have been accepted for admission to the graduate programs in Library Science and Social Work. Information concerning these scholarships will be found in the graduate bulletins of the respective schools, and application forms may be obtained from the school directors.

Loans

The Office of Student Financial Aid will provide information concerning the following loans and the appropriate application forms:

Simmons College Loans are available from College funds to upperclassmen and are to be applied to college charges only.

National Defense Student Loans, from funds provided partly by the Congress of the United States (under the National Defense Education Act of 1958, Title II) and partly by Simmons College, are available to both full- and half-time students who are admitted to one of the regular programs of the College and who show evidence of real need in meeting educational expenses. These are the only loans open to freshmen and transfer students in their first year at Simmons College.

Nursing Student Loans, from funds provided partly by the Congress of the United States (under the Nurse Training Act of 1964) and partly by Simmons College, are available to full-time students enrolled in the School of Nursing who are in need of financial assistance to meet educational expenses.

Student Loaning Fund, established by the New England Society in the City of New York, makes available to deserving students, especially those of New England birth or ancestry, small amounts of money as temporary loans (not to exceed one college year) to meet emergency personal needs.

*Open to first-year students.

Awards and Prizes

Edward H. Addelson Foreign Study Award, to a student nominated jointly by the departments of Modern Language on the basis of scholastic achievement.

Alumnae Award for Academic Achievement is given to a senior distinguished as to scholarship who comes recommended by the School in which she is enrolled as the most promising in her chosen field.

Alumnae Honor Award is given to the senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

Associates' Prize, for the incoming junior, distinguished as to scholarship, who comes recommended by the School in which she is enrolled as the most promising in her chosen field.

Allen Douglass Bliss Memorial Award, for that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

William M. Cavanaugh Memorial Award, established by the Publicity Club of Boston, awarded to a junior or senior in the School of Publication who shows promise in the field of communications.

Jessie Bancroft Cox Prize in Publication, to the senior who in the judgment of the faculty of the School has demonstrated the greatest professional promise in the field of publication.

Danielson Memorial Award, awarded in the spring to an outstanding resident junior, to be applied to her residence charges for the senior year.

Beatrice Gannon Award, for the senior in the School of Business Administration with the highest scholastic average.

King C. Gillette Award, to the graduating senior in the School of Business Administration who best exhibits those qualities of leadership, scholarship, service, and character which are usually associated with professional and personal success.

Hodgkinson Achievement Award, to an outstanding member of the graduating class in the Prince School Program in Retailing.

Palmer Award, for the student who has the best record and the greatest promise in the field of social studies.

Prince School Founder's Prize, for the outstanding member of the graduating class in the Prince School Program in Retailing.

Robert Rankin Award, for the senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

Marjory Stimson Honors Award, established by the Nurses' Club of Simmons College in honor of Miss Stimson, for many years a member of the staff of the School of Nursing. It is awarded in the fall to a student eligible for the bachelor's degree the following June, who is distinguished as to scholarship and comes recommended by the School of Nursing as the most promising in her chosen field.

Catherine Jones Witton Memorial Award, for the outstanding senior specializing in biology.

Traineeships

Physical Therapy Traineeships, in limited number, are made available through the Vocational Rehabilitation Administration to full-time students enrolled in the program in physical therapy as juniors and seniors, and to certificate or graduate students, who are interested in future work in rehabilitation of disabled persons. Application should be made through the Office of Student Financial Aid.

Public Health Traineeships are available to qualified registered nurse students who are completing their final year and who plan to accept full-time public health nursing positions upon graduation. Application should be made to the Director of the School of Nursing.

Professional Nurse Traineeships are available to qualified registered nurse students who plan to accept positions as assistant teachers, head nurses, or assistant supervisors in nursing. Students must be studying on a full-time basis and be able to complete the requirements for the degree in twelve months or less. Application should be made to the Director of the School of Nursing.

Bequests

The Corporation of Simmons College welcomes gifts to be devoted to the general purposes of the College, to permanent endowment, to scholarships, to buildings, or to such other use as the donor may specify. Such gifts may take the form of a memorial to a person whom the donor designates. Bequests to Simmons College, a charitable educational corporation, are free from whatever inheritance or succession taxes are ordinarily imposed and gifts to the College are not reduced by such taxes.

Suggested Form for Specific Bequest

"I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, the sum of dollars, to be applied to the general uses and purposes of said institution."

Suggested Form for Residuary Bequest

"I give, devise, and bequeath to Simmons College, a corporation duly established under the laws of Massachusetts, and located in the City of Boston, all the rest, residue, and remainder of my property, real or personal, of which I may die seized or possessed or to which I may be entitled at the time of my decease, to be applied to the general uses and purposes of said institution (or for express separate purposes of the institution such as may be defined in the terms of the will itself)."

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